**LINDEN PUBLIC SCHOOLS**

Linden, New Jersey Course of Study

**HEALTH EDUCATION K-5**

Schools……………………………………..Elementary

Department…………………………...Health Education

Length of Course…………40 minutes x 2 every 6 days

Grade Level………………………………………K to 5

Date…………………………………..August 18th, 2022

## RATIONALE, DESCRIPTION AND PURPOSE

The Linden School District’s Health Education Program provides students with the opportunity to learn strong health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Health Curriculum makes wellness a lifestyle choice and promotes individual health through health literacy.

The K-5 curriculum course of study offers students the opportunity to view themselves physically, emotionally, and socially as unique individuals. It provides them with the ability to evaluate choices that affect their well-being. As they mature, they will further understand the benefits and consequences of these choices.

Health education is vital for our students as wellness is a fundamental requirement for academic achievement. The program is designed to help all students develop the skills necessary to make informed decisions and healthy, risk-reducing choices. Students develop an understanding of personal growth and development. Based on current medical information and research, students realize the relationship between a healthy diet, daily exercise program and avoidance of substance abuse as life goals that optimize good health. Students also develop a sense of acceptance of themselves and others as part of their mental and social awareness by appreciating the differences and similarities that exist between individuals and their relationships.

Health Education is taught by classroom teachers, the school nurses, counselors, and physical education teachers.

## OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. These objectives also align with the New Jersey Student Learning Standards for English Language Arts and Science as well as the New Jersey Competencies for Social and Emotional Learning.

### Students in grades K-2:

* 1. Explore how activity helps all human bodies stay healthy

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.3*

* 1. Understand how body systems work

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.5 New Jersey Student Learning Standards for Science: 1-LS3-1*

* 1. Define life cycle

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. PP.1 New Jersey Student Learning Standards for Science: 3-LS3-1*

* 1. Explain the ways in which parents may care for their offspring (e.g., animals, people, and fish)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. PP.2 New Jersey Student Learning Standards for English Language Arts, A.SL4*

*New Jersey Student Learning Standards for Science: 1-LS1-2*

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

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.1 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Self-Awareness and Social Awareness*

* 1. Identify what it means to be responsible and list personal responsibilities

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.2 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Responsible Decision Making*

* 1. Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, specials classes)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.3 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Self-Management*

* 1. Demonstrate strategies for managing one's own emotions, thoughts and behaviors

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.4 New Jersey Social and Emotional Learning Competencies, Self-Management*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.5*

* 1. Recognize that everyone is unique and everyone should be respected

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.2 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe and determine the factors that contribute to healthy relationships within a family

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.4 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Identify basic social needs of all people and determine the factors that contribute to healthy relationships

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.6 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.7 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Define bullying and teasing and explain why they are wrong and harmful and identify healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.8 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.9 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Relationship Skills*

* 1. Determine where to access home, school and community health professionals including dialing 9-1-1

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.2, 2, New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.3*

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

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.3 New Jersey Student Learning Standards for Science: 3-LS3-2*

*New Jersey Student Learning Standards for Science: 3-LS4-4 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.5 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.6 New Jersey Social and Emotional Learning Competencies, Social Awareness*

* 1. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe and recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.4*

* 1. Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.6 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.7 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.8*

* 1. Explain what medicines are, how they are used, and the importance of utilizing medications properly and identify ways in which drugs, including some medicines, can be harmful

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. DSDT.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. DSDT.2*

### Students in grades 3-5:

1. Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5. HCDM.1 New Jersey Student Learning Standards for Science: 4-LS1-1*

1. Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.5 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2*

1. Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. HCDM.3*

1. 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 (i.e., rejection, loss, difficult learning situations and/or separation from family or others

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.4 New Jersey Social and Emotional Learning Competencies, Self-Management*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.2*

1. Demonstrate ways to promote dignity and respect for all people

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.2 New Jersey Student Learning Standards for Social Studies 6.3*

1. Describe the importance of communication with family members, caregivers and other trusted adults who share common values, offer emotional support

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.5 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH6 New Jersey Student Learning Standards for Social Studies 6.3*

1. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.7 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

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)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.2*

1. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.3. New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5. HCDM.3 New Jersey Social and Emotional Learning Competencies, Self-Awareness*

1. Develop strategies to reduce the risk of injuries at home, school, and in the community and demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.2*

1. Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.3*

1. Develop strategies to safely communicate through digital media with respect

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.4*

# Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.6*

# Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) and describe health concerns associated with

e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.5*

## CONTENT, SCOPE AND SEQUENCE

The grades K-5 Health Education Curriculum contains the three standards for Comprehensive Health and Physical Education. The three standards are Personal and Mental Health, Physical Wellness, and Safety. The K-5 Health Education course guide organizes units of study within the context of Nutter’s “health triangle” (2003). The health triangle illustrates the maintenance and promotion of health as an interrelated process that includes different combinations of physical, mental, and social well-being, together. (See Figure 1.) In addition to organizing the units within the health triangle framework, a fourth stand-alone category is Safety.

This curriculum introduces age-appropriate information about basic health concepts and the practices which support wellness. It contains strategies that enable students to make decisions in order to create and maintain a healthy lifestyle.

Current health topics, emerging health problems and healthcare issues are discussed and analyzed in relation to the impact on the individual and society. It is important to understand that health is not simply the absence of illness and disease, but a condition of wellness supported by positive experiences and responsible decision making.

A blue and white logo

Description automatically generated with low confidence

(Figure 1.)

In addition to using the health triangle as a guide for instruction, teachers may also consult the New Jersey Department of Education Comprehensive Health and Physical Education Practices. The Ten Comprehensive Health and Physical Education practices describe the actions and behaviors of active, informed, responsible individuals and contributing community members. Teachers can design learning experiences that will enable their students to develop these skills in conjunction with the content presented in this curriculum.

**KINDERGARTEN - GRADE 2**

Physical

1. The senses
2. Personal hygiene
   1. wash hands
   2. cough in arm
   3. [brush teeth](https://jr.brainpop.com/health/teeth/losingatooth/)
   4. wearing appropriate attire for the weather
3. Life cycle (Science lesson)
   1. all living beings have the capacity to reproduce
   2. how parents care for offspring (animals, people, fish, etc.)
   3. Understand how body systems work

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.5 New Jersey Student Learning Standards for Science: 1-LS3-1*

* 1. Define life cycle

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. PP.1 New Jersey Student Learning Standards for Science: 3-LS3-1*

* 1. Explain the ways in which parents may care for their offspring (e.g., animals, people, and fish)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. PP.2 New Jersey Student Learning Standards for English Language Arts, A.SL4*

*New Jersey Student Learning Standards for Science: 1-LS1-2*

1. Healthy environments
   1. skills to prevent the spread of communicable diseases and health conditions Social
2. Families (*The Family Book* by Todd Parr)
   1. different kinds
   2. how do families keep children safe?
   3. Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe and determine the factors that contribute to healthy relationships within a family

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.4 New Jersey Student Learning Standards for Social Studies 6.3*

1. Factors that contribute to healthy relationships (caring, sharing, being kind)
   1. basic needs of all people (food, water, a home, etc.) adequate food and a clean environment
   2. conflict resolution

healthy ways to respond to disagreements (e.g., leave, talk to parents, trusted adults, etc.)

* 1. define bullying and teasing and explain why these actions are wrong and harmful
  2. respecting differences and dignity of all people ([*It’s Okay to be Different*](https://www.youtube.com/watch?v=qgu-B-o05vg), Todd Parr)
  3. Recognize that everyone is unique and everyone should be respected

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.2 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Identify basic social needs of all people and determine the factors that contribute to healthy relationships

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.6 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.7 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Define bullying and teasing and explain why they are wrong and harmful and identify healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.8 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.9 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Relationship Skills*

1. Self-expression (*Just Be Who You* are Book by Todd Parr) Mental/Emotional
2. Feelings/Emotions
   1. self-help skills
   2. definition of being well
   3. managing emotions
   4. healthy ways to cope with stressful situations
   5. identifying a range of different feelings
      1. sad
      2. angry
      3. frustrated
      4. scared
   6. identifying individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals)
   7. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.1 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Self-Awareness and Social Awareness*

* 1. Demonstrate strategies for managing one's own emotions, thoughts and behaviors

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.4 New Jersey Social and Emotional Learning Competencies, Self-Management*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.5*

* 1. Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.5 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.6 New Jersey Social and Emotional Learning Competencies, Social Awareness*

1. Character
   1. definition
   2. reflected in thoughts, feelings and actions of oneself and others
   3. what does it mean to be responsible?
   4. Identify what it means to be responsible and list personal responsibilities

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.2 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Responsible Decision Making*

1. Fitness
   1. Explore how activity helps all human bodies stay healthy

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.3*

1. Self-control
   1. classrooms
   2. playgrounds
   3. other places?
   4. Identify what it means to be responsible and list personal responsibilities

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.2 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Responsible Decision Making*

* 1. Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, specials classes)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.3 New Jersey Student Learning Standards for Social Studies 6.3*

*New Jersey Social and Emotional Learning Competencies, Self-Management*

Safety

1. People who keep us safe
   1. Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.6 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.7 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.8*

1. medicines
   1. how they should be used
   2. how they should not be used
   3. Explain what medicines are, how they are used, and the importance of utilizing medications properly and identify ways in which drugs, including some medicines, can be harmful

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. DSDT.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. DSDT.2*

1. Accessing emergency health and safety officials
   1. how to text and dial 911
   2. Determine where to access home, school and community health professionals including dialing 9-1-1

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.2, 2, New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.3*

1. Safe environment (caring for others)
   1. habits and behaviors to keep self and others safe and the environment
   2. Describe how climate change affects the health of individuals, plants and animals

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2. CHSS.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2. HCDM.3 New Jersey Student Learning Standards for Science: 3-LS3-2*

*New Jersey Student Learning Standards for Science: 3-LS4-4 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe and recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.4*

1. Potential hazards
   1. safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention) awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)
2. Unsafe situations
   1. Strangers
   2. 9-1-1
   3. identifying trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

**GRADE 3 - GRADE 5**

Physical

1. Body systems\* (Science lesson)
   1. The eleven organ systems: skeletal, muscular, digestive, excretory, circulatory, respiratory, lymphatic, endocrine, reproductive, nervous, and integumentary systems.
2. Puberty\* (Grade 5- Nurse)
   1. how the body changes during puberty and how these changes influence personal self-care
   2. the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary
   3. common human sexual development and the role of hormones
   4. identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
   5. Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.5 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2*

Social

1. People in healthy relationships share thoughts and feelings, as well as mutual respect
   1. the characteristics of healthy versus unhealthy relationships among friends and with family members
   2. teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
   3. ways to promote dignity and respect for all people
   4. family members impact the development of their children physically, socially and emotionally
   5. people in healthy relationships share thoughts and feelings, as well as mutual respect Mental/Health
   6. Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. HCDM.3*

1. Self-management skills
   1. impact an individual’s ability to recognize, cope, and express emotions about difficult events
   2. the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
   3. how to cope with rejection, loss, difficult learning situations and/or separation from family or others
   4. Demonstrate ways to promote dignity and respect for all people

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.2 New Jersey Student Learning Standards for Social Studies 6.3*

* 1. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.3. New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5. HCDM.3 New Jersey Social and Emotional Learning Competencies, Self-Awareness*

1. Zones of Regulation, resiliency and coping practices
   1. responding positively to everyday challenges and difficult situations
   2. different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
   3. how mental health can impact one’s wellness (e.g., [depression,](https://www.brainpop.com/health/diseasesinjuriesandconditions/depression/) anxiety, [stress](https://www.brainpop.com/english/studyandreadingskills/stress/), phobias)
   4. 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.
   5. 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 (i.e., rejection, loss, difficult learning situations and/or separation from family or others

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.4 New Jersey Social and Emotional Learning Competencies, Self-Management*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.2*

* 1. Describe the importance of communication with family members, caregivers and other trusted adults who share common values, offer emotional support

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.5 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH6 New Jersey Student Learning Standards for Social Studies 6.3*

Safety

1. Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
   1. Develop strategies to reduce the risk of injuries at home, school, and in the community
   2. first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
   3. the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation
   4. Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5. HCDM.1 New Jersey Student Learning Standards for Science: 4-LS1-1*

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

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.3*

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.2*

1. There are strategies that individuals can use to communicate safely in an online environment
   1. strategies to safely communicate through digital media with respect
   2. Develop strategies to safely communicate through digital media with respect

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.4*

1. Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
   1. 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. how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change
3. 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)

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5. CHSS.2*

1. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations
   1. personal boundaries and demonstrate ways to respect other people’s personal boundaries
   2. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.7 New Jersey Social and Emotional Learning Competencies, Relationship Skills*

* 1. Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.5 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.6*

1. Alcohol, Tobacco and other Drugs and Dependency, Substances Disorder and Treatment: The use of alcohol, tobacco, and drugs may affect the user, family, and community [members in negative ways and have unintended consequences](https://www.brainpop.com/health/personalhealth/substanceabuse/)
   1. products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)
   2. health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
   3. drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways)
   4. behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
   5. short- and long-term effects of substance abuse are dangerous and harmful to one's health
   6. signs and evaluation of evidence that a person might have an alcohol, tobacco, and/or drug use problem
   7. effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
   8. use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations
   9. strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
   10. various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)
   11. Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) and describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.2 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.4 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.5*

## INSTRUCTIONAL TECHNIQUES

To accommodate the dynamic learning process, a variety of differentiated approaches are necessary to involve our students. Strategies will be employed to meet the needs of diverse learners of varying readiness, interest levels and learning styles. The instructor uses any or all of the following methods and techniques to best achieve the objectives.

Techniques may include but are not limited to:

* 1. Opportunities for large group and small group instruction
  2. Discussion, including question and answer opportunities
  3. Lecture, prepared either by teacher or guest presenter
  4. Visual presentations including textbooks, charts, visual aids, anatomical models, posters and videos
  5. In-class demonstrations of physical and tactile presentations
  6. Role-play
  7. Use of technology
  8. Reading, writing, drawing and painting
  9. Analyzing and evaluating a student’s work
  10. Research
  11. Assemblies
  12. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## TECHNOLOGY

A variety of technological resources involving basic computer skills and tools will be utilized to enhance the curriculum. With supervision, students will identify appropriate resources for instructional tasks and adhere to the expectations of the Linden Public School District’s Acceptable Use Policy with respect to ethical and responsible use of technological resources. Students will also have the opportunity to view and experience a variety of multimedia modalities.

Student goals are aligned with New Jersey Core Curriculum Content Standards for Technological Literacy and include:

1. Utilizing health related software
2. Identifying appropriate resources with guidance and supervision provided by the classroom instructor and library media specialist
3. Guided research of on-line resources to assess and utilize available internet information
4. Assessing for their credibility, reliability, and validity of information
5. Utilizing technology for writing and presenting student work
6. Adhering to the expectations of the Linden Public School District’s Acceptable Use Policies with respect to ethical and responsible use of technological resources.

## EVALUATION

A variety of assessment modalities are employed to ascertain the attainment of student-based course objectives. The following evaluative techniques may be used:

1. Student participation
2. Free response
3. Written summaries/wrap-ups
4. Student journals
5. Demonstrations
6. Individual and group projects
7. Tests/quizzes
8. Oral presentations

## PROFESSIONAL DEVELOPMENT

The following activities are recommended:

* 1. Attend professional development courses to learn about instructional strategies.
  2. Attend professional conferences to learn about current trends in the health field.
  3. Attend district-wide health education meetings to gather and share information and ideas.
  4. Access current health information and research resources to enhance development.
  5. Subscribe to professional magazines.
  6. Network with other health education departments in other districts.
  7. Professional development opportunities on Response to Intervention (RTI) concepts, practical applications, and sustainability

**VII. CONTROVERSIAL STANDARDS**

A. Parental consent to opt-out of instructional activities aligned within Standard 2.1: Personal and Mental Health

B. Addresses the needs of each student to gain knowledge and skills in caring for themselves, interacting effectively, respectfully and safely with others, and analyzing the impact of health choices

**VIII. DIVERSITY, EQUITY, AND INCLUSION**

1. Use students’ interests in conceptualized tasks
2. Expose students to a diverse group of educators
3. Design assessments and assignments with a variety of response types
4. Use systematic grading and participation methods
5. Encourage students to embrace a growth mindset

**APPENDIX I**

### Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health Standard 2.2 - Physical Wellness Standard 2.3 - Safety

**APPENDIX II**

### Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these ﬁelds engage in their careers as well as reﬂect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reﬂected in the core ideas and performance expectations.

|  |  |
| --- | --- |
| **Practice** | **Description** |
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact eﬀectively with others. They are aware of others’ feelings and ideas. They respect diﬀerences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conﬂicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

|  |  |
| --- | --- |
| Communicating clearly and eﬀectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of eﬀective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. |
| Resolving conﬂict | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conﬂict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conﬂict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conﬂict. Once a resolution is agreed upon, they follow through to ensure the conﬂict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conﬂict from recurring. |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized ﬁtness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized ﬁtness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |

|  |  |
| --- | --- |
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model eﬀective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reﬂect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy ﬁnd and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are ﬂexible and adaptive in acquiring and operating new technology. They are proﬁcient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

**APPENDIX III**

**NEW JERSEY STUDENT LEARNING STANDARDS FOR**

**ENGLISH LANGUAGE ARTS**

Anchor Standards – Reading: Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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

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

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**APPENDIX IV**

**NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE**

SMP1- Make sense of problems and preserve in solving them

SMP2- Reason abstractly and quantitatively

SMP3- Construct viable arguments and critique the reasoning of others

SMP4- Model with mathematics

SMP5- Use appropriate tools strategically

SMP6- Attend to precision

SMP7- Look for and make use of structure

SMP8- Look for and express regularity in repeated reasoning

**APPENDIX V**

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE**

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information. 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4- PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A – Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth’s Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology

ESS3.A - Natural Resources

ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems

ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms

LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems

LS2.C - Ecosystem Dynamics, Functioning, and Resilience

LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits

LS4.B - Natural Selection

LS4.C – Adaptation

LS4.D - Biodiversity and Humans

ETS1.A - Defining Engineering Problems

ETS1.B - Developing Possible Solutions

ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 – Patterns

CCC2 - Cause and effect: Mechanism and explanation

CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation

CCC6 - Structure and function

CCC7 - Stability and change

*The entire standards document may be viewed at:* [*http://www.state.nj.us/education/cccs/2016/science/*](http://www.state.nj.us/education/cccs/2016/science/)

**APPENDIX VI**

**NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

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

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

*The entire standards document may be viewed at* [*https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf*](https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

**APPENDIX VII**

### NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (Personal Financial Literacy) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.2: (Career Awareness, Exploration, Preparation, and Training) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: (Life Literacies and Key Skills) All students will develop key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Specific Practices

* Act as a responsible and contributing community members and employee.
* Demonstrate creativity and innovation
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Plan education and career paths aligned to personal goals.
* Use technology to enhance productivity increase collaboration and communicate effectively.

*The entire standards document for Career Readiness, Life Literacies, and Key Skills may be viewed at* <https://www.nj.gov/education/standards/clicks/>

**APPENDIX VIII**

**New Jersey Competencies for Social Emotional Learning**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

**APPENDIX IX**

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and

Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

|  |
| --- |
| **Special Education** |
| **ENVIRONMENT** |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |

|  |
| --- |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| **MATERIAL/BOOKS/EQUIPMENT** |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |

|  |
| --- |
| Provide hands-on learning activities |
| **INSTRUCTIONAL STRATEGIES** |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |

|  |
| --- |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| **ORGANIZATION** |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| **TEST/QUIZZES/TIME** |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |

|  |
| --- |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| [**ENGLISH LANGUAGE LEARNERS**](http://www.state.nj.us/education/bilingual/) |
| **GRADING** |
| [Standard Grades vs. Pass/Fail](https://drive.google.com/file/d/0Bwb32d4blI2xT3VGcnptWi05RmM/view) |
| **CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT** |
| [Pre K-K WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xRGZ0eWlKZ25Mb2s/view) |
| [Grades 1-2 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xWWRHV3ltQjctRGc/view) |
| [Grades 3-5 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xUmZ4QVR0MUZtVG8/view) |
| [Grades 6-8 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xd0dTSXhpZ3l6UG8/view) |
| [Grades 9-12 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xdTd6N1VlbHJTT0k/view) |

|  |
| --- |
| [**SIOP COMPONENTS AND FEATURES**](http://www.tesoltrainers.com/siop-components-and-features.html) |
| **PREPARATION** |
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of student’s proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| **BUILDING BACKGROUND** |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| **COMPREHENSIBLE INPUT** |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| **STRATEGIES** |
| Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| [Use scaffolding techniques consistently throughout lesson](https://docs.google.com/document/d/1BSSLIaaoUmoLG-2fR__ew6piSITJlxjkUNn_z9U1AJU/edit?usp=sharing) |
| [Use a variety of question types including those that promote higher-order thinking skills throughout the](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) [lesson](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) |
| **INTERACTION** |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |

|  |
| --- |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| **PRACTICE/APPLICATION** |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| **LESSON DELIVERY** |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| **REVIEW/EVALUATION** |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of student’s comprehension and learning throughout lesson and all lesson objectives |
| [**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**](https://www.state.nj.us/education/students/irs/) |
| **ACADEMICS** |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| [Literacy Support Interventions (Appendix B of IS forms)](https://drive.google.com/file/d/0B3fJgBKBWOhsTGxNSWdGR21odTg/view?usp=sharing) |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |

|  |
| --- |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g., Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |

|  |  |  |
| --- | --- | --- |
| Provide assessments in a small group setting | | |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance | | |
| Communication with parents | | |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) | | |
| Rubric-based checklist | | |
| Target specific number of details and focus on organization with post-its | | |
| Accept late work/homework without penalty | | |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) | | |
| **SOCIAL/EMOTIONAL** | | |
| Children's books addressing presenting problem | | |
| Student jots down presenting problem and erase when it goes away | | |
| Meet with guidance counselor | | |
| Student jots down presenting problem and erase when it goes away | | |
| Attendance plan | | |
| Utilize nurse during episodes of presenting problem | | |
| Provide short breaks | | |
| Attendance plan | | |
| Communication with parents | | |
| Assign "jobs" to reduce symptoms | | |
| Counseling check-ins | | |
| Praise whenever possible | | |
| **ATTENTION/FOCUS** | | |
| Seat student near front of room | | |
| Preferential seating | | |
| Monitor on-task performance | | |
| Arrange private signal to cue student to off-task behavior | | |
| Establish and maintain eye contact when giving oral directions | | |
| Stand in proximity to student to focus attention | | |
| Provide short breaks when refocusing is needed | | |
| Use study carrel | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Refocusing and redirection | | |
| Behavior/time management system | | |
| Group directions 1 step at a time | | |
| Assign "jobs" to reduce symptoms | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance | | |
| Extended time on assignments/assessments | | |
| Provide assessments in a small group setting | | |
| Provide buddy system | | |
| Establish and maintain eye contact when giving oral directions | | |
| Permit the use of headphones while working | | |
| [SCHOOL REFUSAL/ELEVATED ABSENTEEISM](https://www.state.nj.us/education/students/safety/behavior/attendance/) | | |
| Attendance plan | | |
| **GIFTED AND TALENTED STUDENTS** | |  | |
|  | **CURRICULUM** |  | |
|  | [Acceleration](https://www.nagc.org/resources-publications/gifted-education-practices/acceleration) |  | |
| [Compacting](https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting) |
| Telescoping |
| Advanced Placement Courses |
| **INSTRUCTION** |
| [Grouping](https://www.nagc.org/resources-publications/gifted-education-practices/grouping) |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |