

NCS K-2 Comprehensive Health & Physical Education Curriculum

OVERVIEW

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLs-CHPE mission and vision reflects this perspective

OBJECTIVES

Students will develop the ability to identify feelings and ways to express them.

Objectives:

- a. To identify feelings common to all people
- b. To identify positive and negative feelings
- c. To explore different ways to express feelings
- d. To recognize and demonstrate ways to show respect for each other

Relate/identify components of healthy eating habits

Objectives:

- a. To recognize that food acts as fuel for the body
- b. To identify healthy snacks and nutritious meals
- c. To explore function and makeup of the food pyramid

Recognize the importance/necessity of play and exercise

Objectives:

- a. To identify difference between sedentary and non-sedentary activity
- b. To relate examples of active play
- c. To identify how active play helps develop muscles and balance
- d. To recognize how active play keeps a body healthy

Relate safety procedures for home, school and community

Objectives:

- a. To recognize safety rules for playground activity
- b. To demonstrate an understanding of fire drill procedures at home and school
- c. To demonstrate ability to utilize 911 in emergencies
- d. To recognize that certain household products are poisonous if ingested
- e. To identify proper procedures for dealing with strangers
- f. To relate proper way to cross a street with and without a crossing guard
- g. To relate safety procedures to follow when riding a bike

Identify proper use of medication

Objectives:

- a. To identify individuals that can prescribe medication
- b. To recognize individuals that may administer medication
- c. To explore rules that must be followed to take medication properly

Explore the importance of personal hygiene

Objectives:

- a. To identify reasons individuals need to practice good personal hygiene
- b. To recognize ways to maintain good personal hygiene

To recognize and relate importance of workers in the health community

Objectives:

- a. To explore how health workers need proper schooling and training to effectively complete jobs
- b. To identify specific health workers
- c. To recognize specifics of particular health care jobs

Recognize components of proper dental health

Objectives:

- a. To identify and relate difference between baby and adult teeth
- b. To relate and explore ways to properly care for teeth
- c. To identify the importance and job of dental health professionals.

Recognize the negative effects of smoking, steroids, alcohol and drugs

Objectives:

- a. To identify ways that tobacco, steroids, alcohol and drugs harm the body
- b. To develop ways to avoid using harmful substances
- c. To identify what to do if/when coming in contact with these substances

Recognize the various components of family units

Objectives:

- a. To develop an understanding of what a family is
- b. To recognize and explore individuals that are considered family members
- c. To demonstrate an understanding that each family is unique in its makeup

Identify various coping skills

Objectives:

- a. To demonstrate/explore ways to properly express anger
- b. To identify ways to fairly and calmly resolve conflicts
- c. To explore ways to effectively deal with loss

STUDENT OUTCOMES - BY THE END OF GRADE 2

Understand the importance of personal health.

Identify ways to address feelings.

Understand family roles and relationships and the effect on personal health.

Know the systems of the body and what they are responsible for.

Identify healthy nutrition.

Understand the harmful effects of steroids, tobacco, smoking, drugs, and alcohol.

Differentiate medicine use and drug abuse.

Identify the importance of personal hygiene.

Identify ways to prevent illness and accidents.

Identify factors that can affect our eating habits.

Identify community health professionals and their role in safety.

2.1 PERSONAL & MENTAL HEALTH

CONCEPT - PERSONAL GROWTH & DEVELOPMENT

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

BY THE END OF GRADE 2 CORE IDEAS

Individuals enjoy different activities and grow at different rates.
Personal hygiene and self-help skills promote healthy habits.

PERFORMANCE STANDARDS

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals (clinical names, **not** elaborated definitions)

CONCEPT - PREGNANCY & PARENTING

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

BY THE END OF GRADE 2 CORE IDEAS

All living things may have the capacity to reproduce.

PERFORMANCE STANDARDS

- 2.1.2.PP.1: Define reproduction (fish, butterfly)
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, fish).

CONCEPT - EMOTIONAL HEALTH

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

BY THE END OF GRADE 2 CORE IDEAS

Many factors influence how we think about ourselves

PERFORMANCE STANDARDS

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

<p>and others</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>
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CONCEPT - SOCIAL & SEXUAL HEALTH

Social and Sexual Health Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

<p>BY THE END OF GRADE 2 CORE IDEAS</p> <p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>
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CONCEPT - COMMUNITY HEALTH SERVICES & SUPPORT

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility.

<p>BY THE END OF GRADE 2 CORE IDEAS People in the community work to keep us safe.</p> <p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p>
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2.2 PHYSICAL WELLNESS

CONCEPT - MOVEMENT SKILLS & CONCEPTS

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

<p>BY THE END OF GRADE 2 CORE IDEAS The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>
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CONCEPT - PHYSICAL FITNESS

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

BY THE END OF GRADE 2 CORE IDEAS

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

PERFORMANCE STANDARDS

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

CONCEPT - LIFELONG FITNESS

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

BY THE END OF GRADE 2 CORE IDEAS

Exploring wellness components provide a foundational experience of physical movement activities. Resources that support physical activity are all around you.

PERFORMANCE STANDARDS

- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

CONCEPT - NUTRITION

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

BY THE END OF GRADE 2 CORE IDEAS

Nutritious food choices

PERFORMANCE STANDARDS

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

<p>promote wellness and are the basis for healthy eating habits.</p>	<p>2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>
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2.3 SAFETY

CONCEPT - PERSONAL SAFETY
 Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

<p>BY THE END OF GRADE 2 CORE IDEAS The environment can impact personal health and safety in different ways. Potential hazards exist in personal space, in the school, in the community, and globally. Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<p>PERFORMANCE STANDARDS 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>
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CONCEPT - HEALTH CONDITIONS, DISEASES & MEDICINES
 Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

<p>BY THE END OF GRADE 2 CORE IDEAS People need food, water, air,</p>	<p>PERFORMANCE STANDARDS 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or</p>
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<p>waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<p>she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>
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CONCEPT - ALCOHOL, TOBACCO & OTHER DRUGS
Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

<p>BY THE END OF GRADE 2 CORE IDEAS The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<p>PERFORMANCE STANDARDS 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p>
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CONCEPT - DEPENDENCY, SUBSTANCES DISORDER & TREATMENT
Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

<p>BY THE END OF GRADE 2 CORE IDEAS Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>PERFORMANCE STANDARDS 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>
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New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and

requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Standard 9.1 Personal Financial Literacy

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.2: Explain why an individual would choose to save money.

Standard 9.2 Career Awareness, Exploration, Preparation, and Training

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

Standard 9.4 Life Literacies and Key Skills

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

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

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

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

New Jersey State Learning Standards for English Language Arts.

R.I.1.1: Ask and answer questions key details in a text.

R.I.1.2: Identify the main topic and retell key details of a text.

R.I.1.3: Describe the connection between two individual events, ideas, or pieces of information in a text.

ASSESSMENT

Variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

RESOURCES/INSTRUCTIONAL MATERIALS

Teacher resource/reference materials.

Speakers/community helpers

Literature: stories

Teacher resource/reference materials

Online:

www.brainpopjr.com

SUGGESTED ACTIVITIES

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

INTERDISCIPLINARY CONNECTIONS

This course incorporates English language arts, life sciences, mathematics, and history, as well as health and physical education applications.

DIFFERENTIATING INSTRUCTION is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scaffolding assignments
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning

- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

NCS BOE APPROVED

DATE to be determined