

**Quinton Township School District
Health
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	School Rules Friendship Violence Illnesses/Diseases	Pacing:	Sept.-Nov.
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Unit Summary: Students will explore the human body. They will identify emotional, intellectual, and social health. Students will recognize family life, growth, and development. They will understand the importance of good dental health and how to take care of their body through physical fitness. In addition, students will recognize the importance of good nutrition and making healthy food choices. Disease and prevention and control of illnesses will be explored. Students will learn about medicines, drugs, bullying, and violence. Furthermore students will explore fire safety tips and how to identify violent situations and what actions to follow in order to remain safe.

Objectives:

- Students will be able to identify ways to stay safe at school.
- Students will be able to recall proper use of the school areas.
- Students will be able to recognize the need for healthy personal relationships.
- Students will be able to identify and discuss feelings.
- Students will be able to explore positive characteristics.
- Students will be able to identify how he/she is alike/different from others.
- Students will be able to identify ways to remain safe at school.
- Students will be able to identify a bully and ways to intervene in a bully situation.

- Students will be able to identify how to stay safe in case of a fire.
- Students will be able to identify ways to prevent spreading of germs.
- Students will be able to identify healthy foods and to implement the foods into their diet.
- Students will be able to develop healthy mind and body through physical activity.

Essential Questions:

- How can I stay safe at school?
- What are ways to cross the road safely?
- What are ways to stay safe in a car?
- What are ways to stay safe when riding a bike?
- How can I stay safe while skateboarding and skating?
- How can I stay safe around animals?
- What is a hospital?
- Why is it important to stay healthy and safe?
- What is violence?
- How can I stay safe?
- What is a bully?
- What steps can I take to stop someone from bullying?
- How can I ask for things?
- What is a friend?
- How do friends interact with each other?
- What is a tattletale?
- What is the difference between a tattletale and telling to get someone in trouble?
- How can we work cooperatively?
- How can I stay safe in a fire?
- What is a friend?
- What is a family?
- How can family members help each other?

- How can families resolve conflicts?
- How are families/people different from each other?
- How are cultures different?
- What are family traditions?
- What makes us unique?
- What roles did women have in sports from long ago.
- How can I identify strangers?
- What steps should I know to avoid strangers?
- How can I stay healthy?
- How does our body work?
- What bones do we have in our bodies?
- How do our body organs work?
- What is an illness?
- What are germs?
- How can I avoid the spreading of germs?
- What are vaccines?
- What is lice?
- What steps can be taken to prevent transmissions of head lice?
- What is asthma and allergies?
- How does alcohol and tobacco harm the heart? What are parts of a tooth?
- What are primary and permanent teeth?
- How should I care for my teeth?
- What foods are good for teeth?
- How do dentists and dental hygienists help us?
- How do medicines help people?
- How can people use medicines safely?
- What are the differences between medicine and drugs? How can we stay away from drugs?
- How can a person get help if they have a drug problem?
- How does caffeine affect the body?

- What feelings can people have?
- Why do people need emotions?
- How can people communicate effectively?
- How can my feelings affect my health?
- Why is it important to respect others' opinions?
- What are mistakes?
- What are our body systems and how do they work?
- What is a hospital?
- How does a hospital serve the community?
- Why is clean water necessary for life and health?
- Why is clean air necessary for life and health?
- How can we reduce trash by recycling and reusing?

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.C.1, 2.2.2.B.3, 2.2.2.A.1, 2.2.2.B.1, 2.2.2.B.2, 2.2.2.C.1, 2.2.2.D.1, 2.4.2.A.3, 2.1.2.D.1, 2.2.2.E.1, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.4.2.B.2, 2.1.2.C.1, 2.1.2.C.2, 2.2.C.1, 2.2.2.A.1, 2.2.2.B.1, 2.2.2.B.3, 2.1.2.B.1, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.3.2.B.3, 2.3.2.C.1, 2.3.2.C.2, 2.5.2.B.3, 2.2.2.B.4, 2.2.2.E.1, 2.3.2.A.1, 2.3.2.A.2, 2.3.2.B.1, 2.3.2.C.1, 2.3.2.C.2, 2.3.2.C.3, 2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.5, 2.2.2.B.4, 2.3.2.C.1, 2.3.2.C.2, 2.3.2.B.4,

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
 Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>First Marking Period September Lesson 1- Snoopy Rules Lesson 2- Proper use of school areas Lesson 3- Violence, being mean, and bullying Lesson 4- Mean acts hurt others Lesson 5- Violence Lesson 6 Violence Lesson 7- Bullying Lesson 8- Bully situation Lesson 9- Asking for things Lesson 10- Friendship/personal relationships Lesson 11- Cooperative groups in Morning Meeting Lesson 12- Friendship Lesson 13- Friendship October Lesson 14- Fire Safety Lesson 15- Fire Safety Lesson 16- Fire Safety Lesson 17- Fire Safety Lesson 18- Friendship Lesson 19- Family</p>	<p>“Your Health” by Harcourt Brace</p>	<p>Lesson 1- Snoopy Rules of Quinton Township School Lesson 2- School Rules activity sheet Lesson 3- Describe what makes actions mean/bullying, role playing Lesson 4- story “Charlie the Caterpillar” heart activity Lesson 5- Analyze a TV program dealing with violence Lesson 6- Activity sheet Lesson 7- Identifying bullies and complete a list of traits of a bully Lesson 8- Role-play Lesson 9- role play on the correct ways to ask for things</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Noodle Application

<p> Lesson 20- Family Lesson 21- Cultural Diversity Lesson 22- Cultural Diversity Lesson 23- Family Traditions Lesson 24- Individual Uniqueness Lesson 25- Individual Uniqueness Lesson 26- Individual Uniqueness Lesson 27- Strangers November Lesson 28 - Illnesses/diseases Lesson 29 - Illnesses/diseases Lesson 30 - Germs Lesson 31 - Avoid spreading germs Lesson 32 - Vaccines Lesson 33 - Head Lice Lesson 34 -Prevent transmission of head lice Lesson 35 - Asthma and allergies </p>		<p> Lesson 10- recognize the need for healthy personal relationships, complete a list of healthy traits Lesson 11- Morning Meeting cooperative groups Lesson 12- friendship activity Lesson 13- Tattletail activity Lesson 14- Story- “I Like Me”, mirrors, drawing paper, crayons Lesson 15- read aloud, discussion chart Lesson 16-Identify how to escape in care of fire Lesson 17- Demonstrate how to stop, drop, cover, roll as a fire prevention skill Lesson 18- Identify firefighter as a community helper Lesson 19- Identify </p>	
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		<p>ways of spreading germs</p> <p>Lesson 20-Identify ways of spreading germs</p> <p>Lesson 21- Healthy foods</p> <p>Lesson 22- Healthy foods</p> <p>Lesson 23- Healthy eating habits</p> <p>Lesson - 24 Read “All Kinds of Kids” Role-play</p> <p>Lesson - 25 Read “Dirt on Their Skirts” role-play</p> <p>Lesson - 26 Activity sheet</p> <p>Lesson - 27 Discussion of avoidance skills and role-play</p> <p>Lesson - 28 Activity sheet</p> <p>Lesson - 29 Thumbs Up and Thumbs Down activity</p> <p>Lesson - 30 Glitter Activity</p>	
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		<p>Lesson - 31 Class discussion</p> <p>Lesson - 32 Discussion of the importance of vaccines</p> <p>Lesson - 33 Class discussion of head lice</p> <p>Lesson - 34 Activity sheet</p> <p>Lesson - 35 Completed reading and class discussion</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Curriculum Compacting

<p>instructional practices.</p> <ul style="list-style-type: none"> ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 			<p>Project based on student's interest and areas of giftedness (intellectual ability, academic ability, creativity, artistic talent, and leadership)</p>
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**Quinton Township School District
Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Illness/Staying Fit/5 Senses	Pacing:	December-January
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Unit Summary: Students will continue to identify family roles and ways to help at home. They will recognize that parents have jobs in order to supply needs and wants of the family. Identify skills to resolve conflict in the family. They will recognize that families have their own rules and customs. Students will explore what makes people special how to communicate and deal with stress. Finally they will will identify ways to show respect and ways to make friends.

Objectives:

- Students will be able to identify ways to stay safe at school.
- Students will be able to recall proper use of the school areas.
- Students will be able to recognize the need for healthy personal relationships.
- Students will be able to identify and discuss feelings.
- Students will be able to explore positive characteristics.
- Students will be able to identify how he/she is alike/different from others.
- Students will be able to identify ways to remain safe at school.
- Students will be able to identify a bully and ways to intervene in a bully situation.
- Students will be able to identify how to stay safe in case of a fire.
- Students will be able to identify ways to prevent spreading of germs.
- Students will be able to identify healthy foods and to implement the foods into their diet.
- Students will be able to develop healthy mind and body through physical activity.

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Essential Questions:

- How can I stay safe at school?
- What are ways to cross the road safely?
- What are ways to stay safe in a car?
- What are ways to stay safe when riding a bike?
- How can I stay safe while skateboarding and skating?
- How can I stay safe around animals?
- What is a hospital?
- Why is it important to stay healthy and safe?
- What is violence?
- How can I stay safe?
- What is a bully?
- What steps can I take to stop someone from bullying?
- How can I ask for things?
- What is a friend?
- How do friends interact with each other?
- What is a tattletale?
- What is the difference between a tattletale and telling to get someone in trouble?
- How can we work cooperatively?
- How can I stay safe in a fire?
- What is a friend?
- What is a family?
- How can family members help each other?
- How can families resolve conflicts?
- How are families/people different from each other?
- How are cultures different?
- What are family traditions?
- What makes us unique?
- What roles did women have in sports from long ago.

- How can I identify strangers?
- What steps should I know to avoid strangers?
- How can I stay healthy?
- How does our body work?
- What bones do we have in our bodies?
- How do our body organs work?
- What is an illness?
- What are germs?
- How can I avoid the spreading of germs?
- What are vaccines?
- What is lice?
- What steps can be taken to prevent transmissions of head lice?
- What is asthma and allergies?
- How does alcohol and tobacco harm the heart? What are parts of a tooth?
- What are primary and permanent teeth?
- How should I care for my teeth?
- What foods are good for teeth?
- How do dentists and dental hygienists help us?
- How do medicines help people?
- How can people use medicines safely?
- What are the differences between medicine and drugs? How can we stay away from drugs?
- How can a person get help if they have a drug problem?
- How does caffeine affect the body?
- What feelings can people have?
- Why do people need emotions?
- How can my feelings affect my health?
- Why is it important to respect others' opinions?
- What are mistakes?
- What are our body systems and how do they work?

- What is a hospital?
- How does a hospital serve the community?
- Why is clean water necessary for life and health?
- Why is clean air necessary for life and health?
- How can we reduce trash by recycling and reusing?

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.C.1, 2.2.2.B.3, 2.2.2.A.1, 2.2.2.B.1, 2.2.2.B.2, 2.2.2.C.1, 2.2.2.D.1, 2.4.2.A.3, 2.1.2.D.1, 2.2.2.E.1, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.4.2.B.2, 2.1.2.C.1, 2.1.2.C.2, 2.2.C.1, 2.2.2.A.1, 2.2.2.B.1, 2.2.2.B.3, 2.1.2.B.1, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3, 2.3.2.B.3, 2.3.2.C.1, 2.3.2.C.2, 2.5.2.B.3, 2.2.2.B.4, 2.2.2.E.1, 2.3.2.A.1, 2.3.2.A.2, 2.3.2.B.1, 2.3.2.C.1, 2.3.2.C.2, 2.3.2.C.3, 2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.5, 2.2.2.B.4, 2.3.2.C.1, 2.3.2.C.2, 2.3.2.B.4,

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
 Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Second Marking Period December - January Lesson 1 - Physical Growth Lesson 2 - Stages of Growth Lesson - 3 Role of the senses in	"Your Health"	Lesson 1 Role-play and discussion Lesson 2 Thumbs Up and Thumbs Down Lesson 3 Poster of the	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Application

<p>growth</p> <p>Lesson - 4 Family</p> <p>Lesson - 5 Ways to help at home</p> <p>Lesson - 6 Parents jobs meet needs and wants of the family</p> <p>Lesson - 7 Basic needs and wants</p> <p>Lesson - 8 Family conflict resolution</p> <p>Lesson - 9 Family rules and customs</p> <p>Lesson - 10 Traits that make people special</p> <p>Lesson - 11 Different Feelings/anger</p> <p>Lesson - 12 Communicate feelings</p> <p>Lesson - 13 Managing Stress</p> <p>Lesson - 14 Respect</p> <p>Lesson - 15 Making friends</p>		<p>five senses</p> <p>Lesson 4 Discussion of different families</p> <p>Lesson 5 Create a chore list to help at home</p> <p>Lesson 6 Class discussion of family jobs, pair share</p> <p>Lesson 7 Activity sheet</p> <p>Lesson 8 Conflict resolution and role-play</p> <p>Lesson 9 Activity sheet and class discussion</p> <p>Lesson 10 Feelings poster</p> <p>Lesson 11 Lollipop feelings stick</p> <p>Lesson 12 Pair share activity sheet</p> <p>Lesson 13 Pair share activity sheet</p> <p>Lesson 14 I've got it and I'm not sure</p> <p>Lesson 15 Completed list of ways to make friends, pair share</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<p>wait time</p> <ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>services</p> <ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Curriculum Compacting Project based on student's interest and areas of giftedness (intellectual ability, academic ability, creativity, artistic talent, and leadership)
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<ul style="list-style-type: none"> • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Dental Health, Medicines, and Drugs	Pacing:	March and April
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Unit Summary: Students will continue to recognize healthy habitats in order to stay healthy. Students will explore the importance of dental health, ways to keep a healthy heart, ways to stay safe with alcohol and drugs, and the importance of kindness.

Objectives:

- Students will be able to identify ways to stay safe at school.
- Students will be able to recall proper use of the school areas.
- Students will be able to recognize the need for healthy personal relationships.
- Students will be able to identify and discuss feelings.
- Students will be able to explore positive characteristics.
- Students will be able to identify how he/she is alike/different from others.
- Students will be able to identify ways to remain safe at school.
- Students will be able to identify a bully and ways to intervene in a bully situation.
- Students will be able to identify how to stay safe in case of a fire.
- Students will be able to identify ways to prevent spreading of germs.
- Students will be able to identify healthy foods and to implement the foods into their diet.
- Students will be able to develop healthy mind and body through physical activity.
- Students will be able to identify and use proper dental health.
- Students will be able understand the circulatory system.
- Students will identify the effects of drugs and alcohol.
- Students will be able to identify organs.
- Students will be to understand the importance of kindness.

Essential Questions:

How can I stay safe?

What is a bully?
What steps can I take to stop someone from bullying?
How can I ask for things?
What is a friend?
How do friends interact with each other?
What is a tattletale?
What is the difference between a tattletale and telling to get someone in trouble?
How can we work cooperatively?
How can I stay safe in a fire?
What is a friend?
What is a family?
How can family members help each other?
How can families resolve conflicts?
How are families/people different from each other?
How are cultures different?
What are family traditions?
What makes us unique?
What roles did women have in sports from long ago.
How can I identify strangers?
What steps should I know to avoid strangers?
How can I stay healthy?
How does our body work?
What bones do we have in our bodies?
How do our body organs work?
What is an illness?
What are germs?
How can I avoid the spreading of germs?
What are vaccines?
What is lice?

What steps can be taken to prevent transmissions of head lice?
What is asthma and allergies?
How does alcohol and tobacco harm the heart? What are parts of a tooth?
What are primary and permanent teeth?
How should I care for my teeth?
What foods are good for teeth?
How do dentists and dental hygienists help us?
How do medicines help people?
How can people use medicines safely?
What are the differences between medicine and drugs? How can we stay away from drugs?
How can a person get help if they have a drug problem?
How does caffeine affect the body?
What feelings can people have?
Why do people need emotions?
How can people communicate effectively?
How can my feelings affect my health?
Why is it important to respect others' opinions?
What are mistakes?
What are our body systems and how do they work?
What is a hospital?
How does a hospital serve the community?
Why is clean water necessary for life and health?
Why is clean air necessary for life and health?
How can we reduce trash by recycling and reusing?
Why is it important to stay healthy and safe?
How can I stay fit?
How can I stay away from drugs?
What are medicines used for?
How can I be a kind person?

How can I display good character education?

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Third Marking Period March and April</p> <p>Lesson 1 - Parts of a tooth Lesson 2 - Primary and permanent teeth Lesson 3 How to take care of our teeth Lesson 4 Brushing and flossing Lesson 5 Foods Lesson 6 Dentist and dental hygienists Lesson 7 Helpful medicines</p>	<p>“Your Health”</p>	<p>Lesson 1 - view the parts of a tooth on the Smart Board. Identify and label the parts. Lesson 2 - Activity sheet and thumbs up and thumbs down. Lesson 3 Demonstration on the Smart Board and pair share Lesson 4 Discussion</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Applications

<p>Lesson - 8 How to use medicine safely</p> <p>Lesson - 9 Differences between medicines and drugs</p> <p>Lesson - 10 How to stay away from drugs</p> <p>Lesson - 11 The effects of caffeine on the body</p> <p>Lesson - 12 Alcohol</p> <p>Lesson - 13 Identify foods/drinks that contain caffeine</p> <p>Lesson - 14 Tobacco contains nicotine</p> <p>Lesson - 15 Harmful effects of alcohol</p> <p>Lesson - 16 Avoiding drugs and alcohol</p> <p>Lesson - 17 Avoidance skills</p> <p>Lesson - 18 Food Pyramid</p> <p>Lesson - 19 Germs</p>		<p>of healthy foods for healthy teeth.</p> <p>Lesson - 5 Create a poster of a dentist's job.</p> <p>Lesson - 6 Pair share about the importance of medicines.</p> <p>Lesson - 7 List of jobs.</p> <p>Lesson - 8 Discuss the importance of medicines.</p> <p>Lesson - 9 Venn Diagram of the differences of medicines and drugs.</p> <p>Lesson - 10 Refusal skills.</p> <p>Lesson - 11 Discussion of safety tips to avoid caffeine.</p> <p>Lesson - 12 Discuss harmful effects of alcohol.</p> <p>Lesson - 13 Explore foods and drinks that have caffeine.</p> <p>Lesson - 14 Completed reading and discussion.</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

<p>repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. 	<p>words in the students' native language</p> <ul style="list-style-type: none"> • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Curriculum Compacting Project based on student's interest and areas of giftedness (intellectual ability, academic ability, creativity, artistic talent, and leadership)
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<ul style="list-style-type: none"> • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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Quinton Township School District
Health
Grade 1

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Sport Safety/First Aid, Community helpers and disabilities	Pacing:	May-June
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Unit Summary: Students will continue to recognize and use healthy tips in order to keep safe and healthy. The units will focus on sport safety, bike safety, crossing the street, safety riding in a car, ways to stay safe while skateboarding/skating, animal safety. It will explore first aid, community helpers, hospitals, trash collectors. ways to reduce trash, and ways to recycle. IT will explore water and air pollution, and finally disabilities.

Objectives:

- Students will be able to identify ways to stay safe at school.
- Students will be able to recall proper use of the school areas.
- Students will be able to recognize the need for healthy personal relationships.
- Students will be able to identify and discuss feelings.
- Students will be able to explore positive characteristics.
- Students will be able to identify how he/she is alike/different from others.
- Students will be able to identify ways to remain safe at school.
- Students will be able to identify a bully and ways to intervene in a bully situation.
- Students will be able to identify how to stay safe in case of a fire.
- Students will be able to identify ways to prevent spreading of germs.
- Students will be able to identify healthy foods and to implement the foods into their diet.
- Students will be able to develop healthy mind and body through physical activity.

Essential Questions:

- How can I stay safe when playing?
- How can I stay fit?
- Why is it important to keep healthy and safe?
- How can I stay safe around strangers?
- What is a family tradition

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Fourth Marking Period May and June</p> <p>Lesson -1 Safety in school Lesson -2 Safety while riding in a car Lesson - 3 Bike safety Lesson - 4 Ways to stay safe while skating/skateboarding</p>	<p>“Your Health”</p>	<p>Lesson 1 - Complete reading and discussion. Lesson 2 - Thumbs up and thumbs down. Lesson - 3 Discussion of bike safety rules.</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Applications

<p>Lesson - 5 Ways to stay safe around animals</p> <p>Lesson - 6 First Aid</p> <p>Lesson - 7 When is first aid needed</p> <p>Lesson - 8 Hospitals</p> <p>Lesson - 9 Community workers in the hospitals</p> <p>Lesson - 10 Community workers that take care of trash</p> <p>Lesson - 11 Reduce trash</p> <p>Lesson - 12 Recycling</p> <p>Lesson - 13 Water pollution</p> <p>Lesson - 14 Air pollution</p> <p>Lesson - 15 Disabilities</p> <p>Lesson - 16 Interaction with the disabled</p> <p>Lesson - 17 Family Life</p> <p>Lesson - 18 Family Life</p> <p>Lesson - 19 Family Life</p>		<p>Lesson - 4 Discussion of skateboarding/skating safety rules.</p> <p>Lesson - 5. Discussion animal safety.</p> <p>Lesson - 6 Examination of a First Aid Kit. Pair share.</p> <p>Lesson - 7 Create a poster of a First Aid Kit.</p> <p>Lesson - 8 Complete group reading and discussion of hospitals.</p> <p>Lesson - 9 Complete reading and poster of community workers.</p> <p>Lesson - 10 Read and discuss about sanitation workers.</p> <p>Lesson - 11 Discuss ways to reduce trash, role-play.</p> <p>Lesson - 12 Read and discuss, pair share.</p> <p>Lesson - 13 Complete reading and activity sheet.</p>	
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		<p>Lesson 14 - Complete reading and activity sheet.</p> <p>Lesson - 15 Complete reading and activity sheet.</p> <p>Lesson - 16 Role-play.</p> <p>Lesson - 17 Completed story “Mama Zooms Zooms” and discussion.</p> <p>Lesson - 18 Completed story “Mama Zooms Zooms” and discussion.</p> <p>Lesson - 19 Complete story “We Are All Alike”</p> <p>END OF THE YEAR BENCHMARK CHECKLIST.</p>	
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- Establish a consistent and daily routine

