

Mount Laurel Township Schools
Health Curriculum Guide
Kindergarten

Stage 1 – Desired Results	
<p>NJSLS: 2.1 Wellness: All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (1) Choices</p>
<p>Enduring Understandings: Students will understand that... The choices people make with nutrition and safety practices affect their wellness.</p>	<p>Essential Questions: What is wellness? How are you living a healthy life?</p>
<p>Students will know that... Health-enhancing behaviors contribute to wellness.</p> <p>Using personal safety strategies reduces the number of injuries to self and others.</p> <p>Effective decision-making skills foster healthier lifestyle choices.</p>	<p>Students will be able to... 2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.2.2.B.1. Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2. Relate decision-making by self and others to one’s health.</p>
<p>Interdisciplinary Connections:</p> <p>New Jersey Student Learning Standards (2016) for English Language Arts for Kindergarten: Teachers will select at minimum 2-3 standards from the following New Jersey Student Learning Standards (2016) for English Language Arts to support this unit:</p> <p>Progress Indicators for Reading Informational Text:</p>	

Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Progress Indicators for Writing:

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

21st Century Life and Careers: Career Ready Practices (2014) describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. **Teachers will select a minimum of 1-2 standards from the following list:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

The Great Wall of Wellness - Divide the class into small groups. Have each group list five things that make him/her healthy. Have each group present their list to the class and develop a master list. From the ideas on that list, have the entire class create a mural illustrating the healthy behaviors. Display the mural in the hallway, and encourage other classes to contribute to the continuation of the "wellness wall."

Other Evidence:

Teacher observation
Self-assessment
Peer-assessment
Quiz/checklist on key terms, concepts, skills ...
Oral response
Written response

Stage 3 - Learning Plan

Suggested Learning Activities:

Sing "I'm a Clean Cowboy" and discuss the term "wellness."

List and pantomime "The Hand Washing Steps" with the students. Predict consequences of not keeping clean. Follow the same directions for brushing teeth, washing hair, taking a bath, etc. Summarize strategies to prevent the spread of common diseases and health conditions.

Read *Jessie Bear, What Will You Wear* and discuss. List ways to keep one's body and environment clean. Chart: "How to Keep Clean and Healthy."

Sing "A Party in Cool Dude's Tummy." Make a T-Chart and have students distinguish between healthful and less-healthful foods. Have students explain why some foods are healthier than others.

Read *Stone Soup* and discuss. Create a "Favorite Soup Graph" and compare results.

Read *I need a Lunch Box* and/or *Lunch* and discuss. Students draw their favorite lunch and write, "My favorite lunch is..."

Sing "Fifteen Ways to Stay Out of Trouble" and discuss the term "safety."

Brainstorm a list of places in the home where safety hazards can occur. Then discuss how these hazards can be prevented.

Brainstorm a list of places in the school where safety hazards can occur. Then discuss how these hazards can be prevented.

Brainstorm a list of places in the community where safety hazards can occur. Then discuss how these hazards can be prevented.

Make sure fire safety, poison safety, accident prevention, pedestrian safety, bicycle safety, and traffic safety are discussed.

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
- Marking students' correct and acceptable work, not the mistakes;
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- Modifying tests to reflect selected objectives;
- Using true/false, matching, or fill in the blank tests in lieu of essay tests;
- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with

selections)

- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

Students at Risk of Failure:

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

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Core Instructional Materials:

- Newsela Website (<https://newsela.com>) for various levels of texts/articles
- Refer to "Suggested Learning Activities" below for titles of songs, books etc to support the unit. The school reading specialist and/or library media specialist may assist you with additional titles/offerings.



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<p>NJSLS: 2.1 Wellness: All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (2) Body Functions/Systems</p>
<p>Enduring Understandings:</p> <p>Students will understand that... It is important to know and use the correct name of your body part.</p>	<p>Essential Questions:</p> <p>What does it mean to be well?</p> <p>How do your body parts support wellness?</p>
<p>Students will know that... Health-enhancing behaviors contribute to wellness.</p>	<p>Students will be able to... 2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>
<p>Interdisciplinary Connections:</p> <p>New Jersey Student Learning Standards (2016) for English Language Arts for Kindergarten: Teachers will select at minimum 2-3 standards from the following New Jersey Student Learning Standards (2016) for English Language Arts to support this unit:</p> <p>Progress Indicators for Reading Informational Text:</p> <p>Key Ideas and Details RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Progress Indicators for Writing:

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Production and Distribution of Writing

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Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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Range of Writing

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

Students create posters of themselves doing a self-care practice. Each student presents their poster to the class and explains why the self-care practice supports wellness and identifies which body parts are used to perform the self-care practice.

Other Evidence:

- Teacher observation
- Self-assessment
- Peer-assessment
- Quiz/checklist on key terms, concepts, skills ...
- Oral response
- Written response

Stage 3 - Learning Plan

Suggested Learning Activities:

Sing “I’m a Clean Cowboy” and discuss the term “wellness.”

List and pantomime “The Hand Washing Steps” with the students. Predict consequences of not keeping clean. Follow the same directions for brushing teeth, washing hair, taking a bath, etc. Summarize strategies to prevent the spread of common diseases and health conditions.

Read Jessie Bear, What Will You Wear and discuss. List ways to keep one’s body and environment clean. Chart: “How to Keep Clean and Healthy.”

Sing “A Party in Cool Dude’s Tummy.” Make a T-Chart and have students distinguish between healthful and less-healthful foods.

Read I need a Lunch Box and/or Lunch and discuss. Students draw their favorite lunch and write, “My favorite lunch is...”

Sing “Fifteen Ways to Stay Out of Trouble” and discuss the term “safety.”

Brainstorm a list of places in the **home** where safety hazards can occur. Then discuss how these hazards can be prevented.

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Make sure fire safety, poison safety, accident prevention, pedestrian safety, bicycle safety, and traffic safety are discussed.

<p>Have students explain why some foods are healthier than others.</p> <p>Read Stone Soup and discuss. Create a "Favorite Soup Graph" and compare results.</p>	
<p>Suggested Learning Activities:</p> <p>Ask first Essential Question</p> <p>Create a class list of self-care practices and discuss how they lead to wellness.</p> <p>Sing "My Body is Special" and introduce the terms "special" and "unique."</p> <p>Read I Like Me and discuss. Using a T-Chart, have students share how they are alike and different from each other.</p> <p>Sing and Dance "Head, Shoulders, Knees, and Toes"</p>	<p>Ask students to identify other body parts.</p> <p>Discuss why it is important to use the correct name for each body part.</p> <p>Ask 2nd Essential Question.</p> <p>Discuss how body parts work together to support wellness.</p> <p>Discuss how a non-functioning body part affects wellness (i.e., broken hand, blindness, concussion, etc)</p> <p>Complete Performance Task/End of Unit Assessment</p>

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
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Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
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Stage 1 – Desired Results	
<p>NJSLS: 2.3 Drugs & Medicines: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (3) Drugs/Medicine</p>
<p>Enduring Understandings: Students will understand that...</p> <p>Medicines can have positive and negative effects on their health.</p>	<p>Essential Questions:</p> <p>How do medicines improve your health?</p> <p>How would life be different if we didn't have medicines?</p>
<p>Students will know that...</p> <p>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>Students will be able to...</p> <p>2.3.2.A.1. Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2. Explain why medicines should be administered as directed.</p>
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Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

Medicine Puppet Show – After discussing medicine, how it can be helpful/harmful, and its proper usage; have students create a puppet show that demonstrates the proper use of medicine. Divide the class into small groups. Have each group develop a puppet show where they demonstrate the following: what is medicine, how medicine can help, how medicine can hurt, and the proper usage of medicine. After practicing their shows, have students present them to their classmates.

Other Evidence:

- Teacher observation
- Self-assessment
- Peer-assessment
- Quiz/checklist on key terms, concepts, skills ...
- Oral response
- Written response

Stage 3 - Learning Plan

Suggested Learning Activities:

Sing “No Drugs! No Way!” and introduce terms “medicine” and “drugs.”

Have students vote (thumbs up/thumbs down) to the following questions:

- Do you think medicines are drugs?
- Do you think medicines are OK for everyone to take whenever they want?

Sing “I Don’t Feel So Good” and introduce the idea that medicines are drugs.

Students sort through pictures that are/are not medicine.

Brainstorm and list what would happen if we took medicines when we are not sick.

<p>Do you think it is OK to give yourself medicine?</p> <p>Using a KWL Chart, students share what they know, want to know, and learned about the purpose/use of medicines.</p> <p>“People, Places, Things Chart” – Make a list of the people, places, and things where we can go to well.</p>	<p>Explain why medicines should be administered as directed.</p>
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<p>Unit Strategies/Modifications:</p> <p>Special Education Students:</p> <ul style="list-style-type: none"> • Development of target vocabulary • Scaffolding comprehension • Scaffolding content-area reading • Decreasing the amount of work presented or required; • Using videos, illustrations, pictures, and drawings to explain or clarify. • Offering graphic organizers • Teaching key aspects of a topic. Eliminating nonessential information. • Providing study guides. • Allowing students to correct errors (looking for understanding); • Marking students’ correct and acceptable work, not the mistakes; • Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning; • Modifying tests to reflect selected objectives; • Using true/false, matching, or fill in the blank tests in lieu of essay tests; • Reducing the number of answer choices on a multiple choice test; • Allowing the use of note cards or open-book during testing; <p>Gifted Students:</p> <ul style="list-style-type: none"> • Guided Reading materials (classroom teachers and/or reading specialist can assist with selections) • Flexible grouping in content areas • Independent projects • Differentiated product assignments • Student Choice • Multiple texts • Multiple intelligence options • Group investigation • Research • Bloom’s Taxonomy - Higher order thinking skills (synthesis and evaluation) • Habits of Mind • Webb’s Depth of Knowledge - Emphasis on Level 3 and 4(Strategic and extended reasoning) <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> • Utilize real world/cultural learning situations
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- Strategic pairing (“buddy”)
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Kindergarten

Stage 1 – Desired Results	
<p>NJSLS: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (4) Relationships ~ Integrate with Social Studies Unit 3 – Me and My Family</p>
<p>Enduring Understandings:</p> <p>Students will understand that... I am an important part of my family, school and community. (From Social Studies <i>Unit 3 – Me and My Family</i>)</p>	<p>Essential Questions:</p> <p>How are we alike and how are we different? (From Social Studies Unit 3 – <i>Me and My Family</i>)</p> <p>What roles do each of my family members play (including me)?</p>
<p>Students will know that... The family unit encompasses the diversity of family forms in contemporary society.</p>	<p>Students will be able to...</p> <p>2.4.2.A.1. Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2.A.2. Distinguish the roles and responsibilities of different family members.</p>
<p>Interdisciplinary Connections:</p> <p>New Jersey Student Learning Standards (2016) for English Language Arts for Kindergarten: Teachers will select at minimum 2-3 standards from the following New Jersey Student Learning Standards (2016) for English Language Arts to support this unit:</p> <p>Progress Indicators for Reading Informational Text:</p> <p>Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Progress Indicators for Writing:

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

21st Century Life and Careers: Career Ready Practices (2014) describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. **Teachers will select a minimum of 1-2 standards from the following list:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

(From Social Studies Unit 3 – *Me and My Family*)

We are learning about our kindergarten families. Your job is to teach us about your family. You need to create a poster and present it to your classmates. Your poster must include the following: a photograph of you and your family members (including pets), names and ages of your family members, favorite things to do with your family, traditions and holidays celebrated. You should also include details about yourself, ie. your connection to your family, your school, your neighborhood/community (place of worship, sports teams, clubs, etc.)

Other Evidence:

See Social Studies Unit 3 – *Me and My Family* for samples

Stage 3 - Learning Plan

Suggested Learning Activities:

See *Social Studies Unit 3 – Me and My Family* – be sure to select activities that support the Health indicators found in Stage One of this unit

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
- Marking students' correct and acceptable work, not the mistakes;
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- Modifying tests to reflect selected objectives;
- Using true/false, matching, or fill in the blank tests in lieu of essay tests;
- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

Students at Risk of Failure:

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

English Language Learners: (NJDOE Website)

<http://www.state.nj.us/education/aps/cccs/ELL.htm>

Academic Language for English Language Learners - <http://www.colorincolorado.org/academic-language>

Background Information on English Language Learners - <http://www.colorincolorado.org/getting-know-your-students>

English Language Development Standards Essential Actions - <https://www.wida.us/standards/eld.aspx#essentialactions>

English Language Learners in the Mainstream Tutorial Videos - http://www.state.nj.us/education/bilingual/ell_mainstream/index.html

Resources for Newcomers and SIFEs - <http://www.state.nj.us/education/bilingual/resources/newcomer.htm>

Websites for Teachers - <http://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>

WIDA Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/

Technology and English Language Learners - <http://www.colorincolorado.org/teaching-ells/technology-english-language-learners>

Core Instructional Materials:

- Newsela Website (<https://newsela.com>) for various levels of texts/articles
- Refer to “Suggested Learning Activities” below for titles of songs, books etc to support the unit. The school reading specialist and/or library media specialist may assist you with additional titles/offerings.

Mount Laurel Township Schools
Health Curriculum Guide
Kindergarten

Stage 1 – Desired Results	
<p>NJSLS: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (5) Social/Emotional Health</p>
<p>Enduring Understandings: Students will understand that... Some needs are shared by all people.</p>	<p>Essential Questions: What social needs and emotional needs do all people have in common regardless of where they live or their culture?</p>
<p>Students will know that... Many factors at home, school, and in the community impact social and emotional health.</p>	<p>Students will be able to... 2.1.2.E.1: Identify basic social and emotional needs of all people. 2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>
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Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

Role-play “What If” situations dealing with expressing wants and needs and feelings in various situations. Student performance to be evaluated by a teacher-developed rubric.

Other Evidence:

- Teacher observation
- Self-assessment
- Peer-assessment
- Quiz/checklist on key terms, concepts, skills ...
- Oral response
- Written response

Stage 3 - Learning Plan

Suggested Learning Activities:

- Ask/discuss essential question(s).
- Pair/share using a Venn diagram to record similarities and differences.

Present their own culture to the class by bringing in a bag of five items that represent their own cultural interests. Classmates will ask questions about each other’s cultures.

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Websites for Teachers -

<http://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>

WIDA Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/

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