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Cliffside Park Public Schools

GRADE: Second

Unit IV: Community Health Skills

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).**
- **To explain why it is advantageous to think before acting and how those decisions impact the health of you and others.**
- **To explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.**
- **To explain how character may be enhanced by participating in school service activities.**
- **To demonstrate appropriate behavior when interacting with people with disabilities. 2**
- **To identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety)**

Duration: May/June

Essential Questions

- **How do dangers in the environment impact our general health and safety?**
- **What factors at home, school, and in the community impact social and emotional health?**
- **How are effective communication skills helpful in safety related situations?**
- **How can we have a positive impact on the lives of self and others?**



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Enduring Understandings

- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective decision-making skills foster healthier lifestyle choices.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.2.A.1** Express needs, wants, and feelings in health- and safety-related situations.
- **2.1.2.E.1** Identify basic social and emotional needs of all people.
- **2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.
- **2.2.2.C.1** Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- **2.2.2.D.1** Determine the benefits for oneself and others of participating in a class or school service activity.
- **2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- **2.1.2.E.2** Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- **2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children.
- **2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.



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Interdisciplinary Connections

Practice fire drills

Make a house and write address in the house and phone number in the roof

Roll play emergency situations

Attend Fire prevention assembly

Look at photos of safety gear for different sports on the Smartboard

Citizen of the month (character education)

Tier 2 Vocabulary: express, explain, determine, differentiate, identify, compare,,

Tier 3 Vocabulary:

first aid, helmet, injury, safety gear, seat belt, emergency, 911

Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

LAL

- *Don't Call me Special: A First Look at Disabilities* by Pat Thomas.

WEBSITES

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>



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<p>21st Century Themes and Skills: (CRP Standards)</p>	<p>http://www.state.nj.us/education/cccs/2014/career/9.pdf CRP1. Act as a responsible and contributing citizen and employee. 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. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <div data-bbox="718 740 2003 1200" style="border: 1px solid black; padding: 10px;"><p>Content Area Technology</p><p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p><p>Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p></div> <p>Grade Level Bands - K-2</p> <p>Content Statements students will:</p>



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	<p>Identify and define authentic problems and significant questions for Indicator 8.1.2.F.1</p> <p>Use geographic mapping tools to plan and solve problems.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Assessments and Performance Tasks</p>	<ul style="list-style-type: none">● SLO: 2, 15 Goal: Students will express and identify age appropriate needs, wants, and feelings and strategies to remain safe in home or community health and safety situations. <p>Assessment Activity: Teacher will provide the class with a health and safety related scenario. The scenario should contain opportunities for each student to express their ability to communicate effectively in health and safety situations. Scenario: Teacher describes a situation where a family gets into the car together for a trip. Three children get into the back of the car while the two parents get into the front. Two of the children sitting in booster seats buckle themselves in properly. The third child who does not have a booster seat does not buckle their seat belt. One of the two parents in the front of the car also buckles their seat belt. As the trip progresses, the parent who is driving the car alternates between talking on their cell phone and texting while also traveling well above the speed limit. After the scenario is given the teacher may hold a brief discussion answering any questions regarding the scenario. Students will then be asked to answer the following open ended questions.</p> <ol style="list-style-type: none">1. Identify the different safety concerns (unbuckled passengers, cell phone use) that were presented in the scenario.



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2. Explain the solutions to these concerns that could keep everyone in the car safer and prevent injury.
3. If you were in the car, explain how in an age appropriate manner how you would communicate your feelings that several health and safety rules or laws weren't being followed.
4. Teachers may develop several scenarios depicting different types of health and safety related situations (water, fire or pedestrian safety) or pick a current article or news story to illustrate the health and safety needs, wants, and feelings of community members.
 - **SLO: 5 Goal:** Students will demonstrate why it is important to think before acting and how one person's decisions impact the health of others.

Assessment Activity: Students will be asked to decide "What Would You Do?" when they are presented with different health and safety related decisions. The teacher will guide the activity by asking students what they would do.

1. What would you do if a friend asked you to go for a bike ride?
2. What would you do if you come upon a frozen lake or river on your way home from school?
3. What would you do if you walk up to a railroad crossing and the gates are down?
4. What would you do if a friend asked you to go swimming with no lifeguards or adults around?
5. What would you do if a friends' older sibling try to give you a pill from a bottle?

After the students supply decisions for these questions they will be asked to expand on their answers regarding to how a bad decision in any of these situations affects others. For example, the



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potential effects on their family, friends, first responders etc. should be thought about when making health related decisions.

- **SLO: 8 Goal:** Students will demonstrate how certain character traits impact the way one feels and acts towards themselves and others. Assessment Activity: Students will create a short story illustrated and described in a picture book. Students will be asked to describe either a person of good character or a person lacking good character traits. The story should describe situations that illustrate how these characters feel about themselves and how their actions make others feel.
- **SLO 9:** Students will demonstrate how character traits may be enhanced by participating in school service activities.

Assessment Activity: Teacher will review service learning activities with the class. Students will then be broken up into groups to create an age appropriate service learning activity. The group will need to create a poster with a visual as well as a brief explanation of the service learning activity. The groups will also need to briefly describe on the poster how becoming a part of this service learning activity may enhance their character traits in a positive way. For example, traits like responsibility, caring, loyalty, honesty can be enhanced through different service learning activities. Posters should be assessed for the service learning content as well as proper recognition of the character traits that were enhanced during the service leaning activity.

- **SLO: 11 Goal:** Students will demonstrate proper behaviors when interacting with people with disabilities. Assessment Activity: Teacher will read the book “Don’t Call me Special: A First Look at Disabilities” by Pat Thomas. Discuss how all people are different and the same. Some have brown hair, some have blonde, some are short, some are tall, some people are better at spelling, others better at math. Expand on how all people have different



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strengths and weaknesses and that people with disabilities should be treated like everyone else. Students will then answer the following open-ended questions regarding the appropriate behavior toward people with disabilities.

1. In what ways are all people different?
2. In what ways are all people the same?
3. How should we treat people regardless of any differences (physical, social, etc.)?

- **SLO: 17 Goal:** Students will demonstrate the ability to differentiate characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. **Assessment Activity:** Students will be asked to differentiate the characteristics of strangers, acquaintances, and trusted adults by answering three opened ended questions. Through these questions students will be asked to describe the characteristics of each.

1. A stranger is...?
2. An acquaintance is...?
3. A trusted adult is ...?

Students will then describe what types of touches are safe and appropriate with these three categories of people. For example no type of physical contact may be safe or appropriate with a stranger. A handshake or a high five might be safe or appropriate with an acquaintance. A hug or an embrace may be appropriate with a trusted adult. Students may list or describe these touches after their description of each category of person from the first three open ended questions.



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- **SLO: 20 Goal:** Students will describe healthy ways to cope with common stressful situations from their own lives.

Assessment Activity: Students will be asked to list things that cause them stress. Situations such as: forgetting their homework, having an argument with a friend, or a sick family member. Students will then be asked to describe how they think they could help reduce the stress of these situations. Example of solutions could be honesty with the teacher about their homework, seeking someone who could mediate their conflict with their friend, or talking to their teacher or another trusted adult about their feelings regarding the sick family member. Teachers will assess student's lists for the age appropriate stressors as well as the solutions listed to deal with the situations.

Assessments

- Grade K: Unit 1V Community Health Skills Rubric (See Attached)
- Anecdotal Notes
- See assessments for each goal above



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>