

Unit Number and Title	Let's Stay Safe
Unit Duration	September
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Identify safe vs. unsafe conditions for certain common hazards on the street. ● List community safety rules and laws. ● Name common emergencies and list steps to take in each case. ● Name ways that you might hurt others and they might hurt you.
Life Skill	<ul style="list-style-type: none"> ● Practice safe habits for avoiding certain common hazards regarding street safety. ● Design a safe environment. ● Practice taking the right action steps for the most threatening and urgent emergencies. ● Practice good habits for avoiding fights and arguments using conflict resolution.
Vocabulary	Emergency, poison, device, electricity, crossing guard, lightning
Essential Questions	<ul style="list-style-type: none"> ● What is a safe or an unsafe situation? ● What can I do to protect myself? ● Who else can I trust to help at home and in the community? ● How can I help in an emergency? ● How do we prevent injury from dangers around us?
Enduring Understanding	<ul style="list-style-type: none"> ● Recognize safe and unsafe situations ● To be able to communicate the need for help ● Know what to do in an emergency. ● Preparing for common emergencies can help prevent injuries and get the right help.
Student Outcomes	<ul style="list-style-type: none"> ● Identify and respond to an unsafe situation. ● Apply safety rules at home and in the community.

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	<ul style="list-style-type: none"> ● Identify who is in charge of enforcing safety rules. ● Apply communication skills when they need help. ● Recognize common emergencies. ● Apply an appropriate response in an emergency. ● Recognize ways that people can hurt each other. ● Apply good habits for avoiding fights and resolving conflicts.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussion ● Role Play ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 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. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another. ● 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). ● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.3:: Demonstrate how to dial and text 911 in case of an emergency. ● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

	<ul style="list-style-type: none"> ● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 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).
Unit Number and Title	How You Think
Unit Duration	October
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain the major parts of the brain and how the brain works as a control center for your body. ● Discover how your senses help your brain. ● Investigate and label different influences on the way you think. ● List ways to protect your brain from injury and from damage due to drugs.
Life Skill	<ul style="list-style-type: none"> ● Practice using different functions controlled by the brain. ● Practice learning in different ways. ● Build basic thinking skills through decision making. ● Practice safety routines, including refusal skills, to protect your brain from harm.
Vocabulary	Brain, skull, cerebrum, cerebellum, nerves, memory
Essential Questions	<ul style="list-style-type: none"> ● What are the different parts of the brain? ● How does the brain send and receive messages? ● What can influence our thinking? ● How can I protect my brain?

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Enduring Understanding	<ul style="list-style-type: none"> ● Different parts of the brain control different parts of the body. ● Because of the brain, people can learn things differently. ● Our thinking is influenced by family, friends and media. ● I can protect my brain by wearing safety equipment and not doing drugs. ● Understanding, taking care, and protecting the brain is important.
Student Outcomes	<ul style="list-style-type: none"> ● Students will be able to: ● Explain the major parts of the brain and how the brain works as a control center for your body. ● Analyze the different ways the brain handles the needs of the body ● Discover how senses help your brain learn. ● Analyze different methods people use to learn and remember. ● Investigate and label different influences on the way you think. ● List ways to protect your brain from injury and from damage due to drugs.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observation ● Class Discussion ● Completion of Student Issue Activities ● Conflict Role Play ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 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. ● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:: Identify basic social needs of all people.

	<ul style="list-style-type: none"> ● 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). ● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful. ● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 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.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). ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.
Unit Number and Title	The Wide World of Food
Unit Duration	November
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain how My Plate helps you choose healthful food. ● Define and explain the role of nutrients in the body. ● Explain the effects of healthful and less healthful foods on the body. ● Explain why a healthful breakfast is such an important meal.
Life Skill	<ul style="list-style-type: none"> ● Evaluate menus using My Plate. ● For three days, assume responsibility for eating healthful food which provides nutrients for different parts/functions of the body. ● Set goals for eating healthful snacks at least once a day. ● Prepare a healthful breakfast plan and classify the food choices according to My Plate.
Vocabulary	Nutrients, grains, fresh, dairy, spoiled, protein
Essential Questions	<ul style="list-style-type: none"> ● What is MyPlate? ● What is a nutrient?

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	<ul style="list-style-type: none"> ● What can influence our food choices? ● What are safe food handling practices? ● Why is breakfast important?
Enduring Understanding	<ul style="list-style-type: none"> ● MyPlate is a guide to healthy food choices. ● Nutrients are the parts of food that give our bodies energy, help us grow and repair itself. ● We can make healthy food choices. ● Friends, family and media can influence our food choices. ● It is important to handle food properly to avoid sickness. ● Breakfast gives us energy for the morning. ● All different cultures can still give the same nutrients even though they eat different kinds of foods.
Student Outcomes	<ul style="list-style-type: none"> ● Classify foods and evaluate menus using MyPlate. ● Define and explain the role of nutrients in the body. ● Analyze the influences upon your food choices. ● Explain the effects of healthful and less healthful foods on the body. ● Explain why a good breakfast is such an important meal.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.2.2.N.1:: Explore different types of foods and food groups. ● 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. ● 2.3.2.HCDM.1:: Explain the consequences on a person's health if he or 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.PS.1:: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Unit Number and Title	Your Heart- Small but Strong
Unit Duration	December
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Describe what your heart does and explain why it is called “the hardest working machine.” ● Explain how a healthful diet and exercise help you to have a healthy heart. ● Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped. ● Explain why the heart is used as a symbol of love and caring.
Life Skill	<ul style="list-style-type: none"> ● Practice being aware of and recording your pulse at different times. ● Practice eating more healthful foods and exercising your heart for one week. ● Practice encouraging others to make choices that will protect their hearts.

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	<ul style="list-style-type: none"> ● Practice showing ways to be kind and helpful to others.
Vocabulary	Medicine, Drug, Germs, Hospital, Sick
Essential Questions	<ul style="list-style-type: none"> ● How do we care for our heart? ● What is the main job of the heart? ● How does the heart work with the lungs to bring oxygen to body parts? ● What can cause problems for the heart?
Enduring Understanding	<ul style="list-style-type: none"> ● How do we care for our heart? ● What is the main job of the heart? ● How does the heart work with the lungs to bring oxygen to body parts? ● What can cause problems for the heart?
Student Outcomes	<ul style="list-style-type: none"> ● Describe what your heart does and explain why it is called “the hardest working machine.” ● Explain how a healthful diet and exercise help you have a healthy heart. ● Compare and contrast the heart healthy value of different foods and forms of exercise. ● Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped. ● Explain why the heart is used as a symbol of love and caring and show why caring for other people is important.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLA	

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness. ● 2.1.2.PGD.5:: List medically accurate names for body parts, including the genitals. ● 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). ● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 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. ● 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.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). ● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships. ● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another. ● 2.3.2.ATD.3:: Explain effects of tobacco use on personal hygiene, health, and safety. ● 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. ● 2.2.2.MSC.7:: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
<p>Unit Number and Title</p>	<p>When I Feel Afraid</p>
<p>Unit Duration</p>	<p>January</p>

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Unit Goals

Big Idea	<ul style="list-style-type: none"> ● List common causes of being afraid. ● Describe common physical effects of fear on the body. ● Describe at least five real dangers you might face under different circumstances and what to do about each of them. ● Define the term private parts and explain the rights you have to keep your body “private.”
Life Skill	<ul style="list-style-type: none"> ● Practice various methods of coping positively with fears. ● Recognize the signs of fear in your body. ● Role-play safe responses to various dangerous scenarios and ways to prevent them or increase the chances of returning to safety. ● Practice personal safety skills in situations that threaten personal safety.
Vocabulary	Private, safe touch, unsafe touch, stressed, imagine, distraction
Essential Questions	<ul style="list-style-type: none"> ● What is fear? ● How does your body respond to fear? ● What should you do if you are afraid? ● How can you protect yourself from danger? ● How can we cope with fear?
Enduring Understanding	<ul style="list-style-type: none"> ● Certain body parts help us speak and listen. ● The brain interprets what we hear and say. ● People communicate in many different ways. ● It is important to share your feelings with people you trust.
Student Outcomes	<ul style="list-style-type: none"> ● List common causes of being afraid. Describe real dangers you might face under different circumstances and what to do about each of them ● Practice various methods of coping positively with fears. ● Analyze the positive effects of coping with fears. ● Describe the common physical effects of fear on the body. ● Recognize the signs of fear in your body. ● Define the term private parts and explain the rights you have to keep your body “private.” Distinguish between safe, unsafe, and confusing touches and secrets. ● Understand that it is important to share feelings with people you trust.

	<ul style="list-style-type: none"> ● Apply safe communication skills on the phone and computer.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations. ● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another. ● 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). ● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful. ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 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.5:: Define bodily autonomy and personal boundaries.

	<ul style="list-style-type: none"> ● 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). ● 2.2.2.LF.1:: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. ● 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. ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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Unit Number and Title	Babies...and How You Grew
Unit Duration	February
Unit Goals	
Big Ideas	<ul style="list-style-type: none"> ● Discover how a newborn baby grows and changes into an older child, then an adult, and continues changing until old age. ● Define the word family, and describe the role that the family plays in the growth and development of a child. ● Describe some of the changes that can happen in families and some of the effects of those changes. ● Define the word unique. Explain why everyone is different, and that each person has special qualities.
Life Skills	<ul style="list-style-type: none"> ● Collect information from family members of different ages to find out how they have grown and changed since they were babies and how they still are changing. ● Identify ways to show you respect differences in families. ● Role-play some major changes that might happen to families and what you can do to help. ● Practice finding out what makes everyone you know special and unique.

Vocabulary	Parents, newborn, human, unique, responsibility
Essential Questions	<ul style="list-style-type: none"> ● How do babies develop? ● How do babies affect the family? ● What is a family? ● How are families different? ● What are some changes and responsibilities of growing up? ● What causes the changes? ● What makes me unique?
Enduring Understanding	<ul style="list-style-type: none"> ● Babies grow and affect the family's dynamic. ● Families are an important to growing up because they nurture and protect the members. ● Families come in different sizes, with different members and responsibilities. ● As a person grows up more mental and social responsibilities are necessary. ● Everyone is different with special skills and talents.
Student Outcomes	<ul style="list-style-type: none"> ● Discover how a newborn baby grows and changes to become an older child, an adult, into old age. ● Define the word family, and describe the role that the family plays in the growth and development of a child. ● Describe some of the changes that can happen in families and some of the effects of those changes. ● Analyze how a major family change, such as moving to a new town or adding a new baby, would affect each family member. ● Define the word unique. Explain why everyone is different, and that each person has special qualities.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts

NJSLS

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PP.1:: Define reproduction. ● 2.1.2.PP.2:: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). ● 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. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations. ● 2.1.2.SSH.1:: Discuss how individuals make their own choices about how to express themselves. ● 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. ● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships. ● 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.
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<p>Unit Number and Title</p>	<p>Drugs are Dangerous</p>
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<p>Unit Duration</p>	<p>March</p>
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Unit Goals

<p>Big Idea</p>	<ul style="list-style-type: none"> ● Identify various types of drugs, including nicotine, alcohol, and street drugs. ● Identify what is and is not a medicine. ● Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor or parent. ● Describe what constitutes a drug-free and safe community.
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Life Skill	<ul style="list-style-type: none"> ● Practice changing a habit that you have. ● Through role-play, practice routines to keep you safe when you are sick, including checking to see that you are taking the right medicine. ● Practice positive ways to solve problems and to make you and others feel good. ● Rehearse different ways to be a good citizen.
Vocabulary	Drug, alcohol, habit, vapes, nicotine, medicine
Essential Questions	<ul style="list-style-type: none"> ● How do drugs affect a community? ● What are drugs? ● Why is smoking bad for your health? ● How can drinking alcohol make you sick? ● What is a Street Drug? ● Is medicine a drug? ● Why do people use drugs? ● How can you say "No" to drugs?
Enduring Understanding	<ul style="list-style-type: none"> ● Smoking and drinking can cause many negative health issues. ● Drugs can hurt the body both physically and mentally. ● Smoking and alcohol consumption can hurt you and the people around you. ● It is okay to say "no" to drugs
Student Outcomes	<ul style="list-style-type: none"> ● Identify various types of drugs, including nicotine, alcohol, and street drugs. ● Identify what is and is not a medicine. ● Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent ● Describe what constitutes a drug-free and safe community. ● Analyze the effects of drugs on a community.

Assessment Evidence

<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PGD.5:: List medically accurate names for body parts, including the genitals. ● 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.4:: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). ● 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.DSDT.1:: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 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. ● 2.2.2.MSC.7:: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 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. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

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	<ul style="list-style-type: none"> ● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations. ● 2.1.2.SSH.5:: Identify basic social needs of all people.
Unit Number and Title	Germs! They Can Make You Sick
Unit Duration	April
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain what germs are, where you find them, and what they can do to you. ● Name at least two different kinds of germs, tell how they spread, and how they make you sick. ● Identify white blood cells as the body's germ fighting soldiers and explain how immunizations and medicines help in fighting disease. ● Identify community health helpers and explain the things they do to prevent germs from spreading.
Life Skill	<ul style="list-style-type: none"> ● Name at least three ways that germs can enter your body and role-play ways to prevent them. ● Explain routines for healthy living that make it harder for germs to spread. ● Make a list of do's and don'ts for you to follow if you are sick, including who to go to for help, and when you should or should not take medicine. ● Discover rules and laws in the community that help prevent the spread of germs.
Vocabulary	Viruses, antibodies, vaccination, antibiotics, COVID-19, social-distancing, compassion
Essential Questions	<ul style="list-style-type: none"> ● How do germs affect our bodies, families, and communities? ● What happens to your body when you get sick? ● Where can you find germs? ● How do germs get into your body? ● How can you keep germs from spreading? ● What do antibodies do? ● What is an immunization? ● Who should help you when you get sick?

This pacing guide is subject to timeline modifications.

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<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Germs affect our bodies, families and community. ● Identify your body's signs that it is sick so you can take care of yourself. ● Tell your parent or see a doctor when you are sick. ● Germs cause sicknesses. ● Your body fights germs with white blood cells and antibodies. ● Immunizations help us make antibodies. ● You can prevent sickness by doing what you can to avoid spreading germs. ● You can avoid germs by practicing good health habits.
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Explain what germs are, where you find them, and what they can do to you. ● Name at least two different kinds of germs, tell how they spread, and how they make you sick. ● Explain routines for healthy living that make it harder for germs to spread. ● Classify methods by which germs spread. ● Identify white blood cells as the body's germ-fighting soldiers and explain how immunizations and medicines help in fighting disease ● Identify community health helpers and explain the things they do to help prevent germs from spreading. ● Identify the body's signs of sickness. ● Identify those you can tell when you feel sick.
<p>Assessment Evidence</p>	
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 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.EH.2:: Identify what it means to be responsible and list personal responsibilities.

	<ul style="list-style-type: none"> ● 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). ● 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. ● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships. ● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals. ● 2.3.2.PS.1:: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.1.2.PP.2:: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). ● 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.
Unit Number and Title	My Skin and Me
Unit Duration	May
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● List the different functions of the skin. ● Describe what the skin is made of and how it grows. ● Explain the reasons why there are so many variations in the appearance of skin. ● List injuries and other conditions that harm your skin and remedies for them.
Life Skill	<ul style="list-style-type: none"> ● Practice increasing your skills in using the sense of touch. ● Practice good health habits that encourage healthy growth of skin and hair. ● Practice doing activities that strengthen self-esteem. ● Practice routines to care for your skin and prevent injury and infection.

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Vocabulary	Skin, melanin, nerves, blood vessels, sunscreen, cell
Essential Questions	<ul style="list-style-type: none"> ● Why do I have skin? ● What are some parts of the skin? ● Why does skin come in different colors? ● How does a cut repair itself? ● What can go wrong with skin? ● How can I care for my skin?
Enduring Understanding	<ul style="list-style-type: none"> ● Understanding, taking care, and protecting the skin is important for good health. ● Skin is the largest body organ. ● The job of skin is to keep germs out, keep us the right temperature and help us feel. ● Melanin gives skin its color. ● Skin grows from the bottom up. ● You can take care of your skin by taking baths and showers, cleaning and covering cuts and wearing sunscreen to prevent sunburn.
Student Outcomes	<ul style="list-style-type: none"> ● List the different functions of the skin. ● Describe what skin is made of and how it grows. ● Explain the reasons why there are so many variations in the appearance of skin. ● List injuries and other conditions that harm your skin and remedies for them. ● Classify remedies for skin problems into those you can handle yourself and those where you need adult assistance. ● Understand the connection between breathing and smelling. ● Understand the importance of clean air. ● Understand possible breathing problems due to pollution, allergies, colds and asthma.
Assessment Evidence	

Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
Assessment Evidence	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 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. ● 2.3.2.PS.1:: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 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. ● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.
Unit Number and Title	Muscles in Motion
Unit Duration	June
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Describe how muscles help us move. ● Discover what exercise can do for your body. ● Describe how muscles work together. ● Describe what can harm muscles.

Life Skill	<ul style="list-style-type: none"> ● Practice moving different muscles. ● Practice exercising using safe rules for exercise. ● Practice using your muscles and bones. ● Set specific goals to be helpful to people with special needs due to physical impairments.
Vocabulary	Muscles, muscle cramp, exercise, skeleton, tendon, stretch
Essential Questions	<ul style="list-style-type: none"> ● How can we exercise our muscular system and improve its function? ● How do muscles help us move? ● Why is exercise important to good health? ● What are the rules for safe exercise? ● How do bones and muscles work together? ● How do muscles work in teams? ● What can harm muscles?
Enduring Understanding	<ul style="list-style-type: none"> ● The muscular system helps our body move. ● Muscles move bones. ● Exercise makes muscles healthy and strong. ● Warming up and cooling down are important to caring for muscles. ● Muscles work in pairs ● Some illnesses can cause muscles not to work.
Student Outcomes	<ul style="list-style-type: none"> ● Describe how muscles help us move. ● Compare and contrast muscles you control and muscles you don't control. ● Discover what exercise can do for your body. ● Describe how muscles work together. ● Explain the value of the relationship between your bones and your muscles. ● Describe what can harm muscles.

Assessment Evidence

<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy. ● 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. ● 2.2.2.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. ● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations. ● 2.2.2.LF.1:: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. ● 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).

New Jersey Child Assault Prevention (NJCAP) Program – 2nd Grade

The New Jersey Child Assault Prevention (NJ CAP) program is an initiative of Catholic Charities that aims to empower children, families, and communities with knowledge and skills to prevent child assault and abuse. The program uses a comprehensive, child-centered approach to teach

children about personal safety and their rights to be "Safe, Strong, and Free," which is the CAP motto. NJ CAP provides age-appropriate workshops that focus on building self-esteem, assertiveness, and communication skills, equipping children with strategies to recognize and respond to potentially dangerous situations.

The Washington Township School District has proudly partnered with New Jersey CAP to provide students with assault prevention education for the past 30 years. This long-standing collaboration demonstrates the district's commitment to student safety and well-being. The CAP program is taught to all students in second and fourth grades, ensuring that children receive this crucial information at key developmental stages.

As part of the program's comprehensive approach, a parent information session is provided prior to the student workshops. This allows parents to understand the content and methods used in the program and ask any questions they may have. It's important to note that parents have the option to exclude their child from participating in the program if they choose.

Over the past three decades, the CAP program has been well-received by staff, parents, and students in the Washington Township School District. Its enduring presence in the district curriculum speaks to its effectiveness and the community's recognition of its value in protecting children. For more information about the New Jersey Child Assault Prevention program, please visit their official website: <https://njcap.org/>

Physical Education

Unit	Locomotor Skills and Body Awareness
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Movement is essential for physical development and health ● Understanding spatial awareness enhances safety and performance ● Different movements serve various purposes
Life Skill	<ul style="list-style-type: none"> ● Self-awareness ● Spatial awareness ● Body control ● Following instructions

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Vocabulary	Hop, skip, jump, gallop, leap, personal space, general space, pathways, directions
Essential Questions	<ul style="list-style-type: none"> ● How do we move our bodies safely in space? ● Why are different types of movements important? ● How can we improve our balance and coordination?
Enduring Understanding	<ul style="list-style-type: none"> ● Proper movement techniques help prevent injury and improve performance ● Different movements are suited for different activities and situations ● Regular practice improves movement skills and confidence
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate various locomotor skills with proper form ● Students will navigate personal and general space safely ● Students will create and perform simple movement sequences
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). ● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). ● 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.
Unit	Ball Skills and Soccer Introduction
Unit Duration	7 Weeks

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Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Manipulative skills are fundamental to many sports and activities ● Teamwork enhances performance and enjoyment in physical activities ● Proper technique improves efficiency and reduces injury risk
Life Skill	<ul style="list-style-type: none"> ● Teamwork ● Coordination ● Communication ● Goal-setting
Vocabulary	Dribble, pass, kick, trap, goal, offense, defense, teammate, opponent
Essential Questions	<ul style="list-style-type: none"> ● How can we control a ball with different parts of our body? ● Why is teamwork important in soccer? ● How do soccer skills relate to other sports and activities?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing basic skills improves overall game performance ● Effective teamwork requires communication and cooperation ● Soccer skills can transfer to other sports and daily activities
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic soccer skills (dribbling, passing, trapping) ● Students will participate in simple soccer games, showing understanding of basic rules ● Students will exhibit teamwork and sportsmanship during activities

Assessment Evidence

Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
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NJSLS

NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness ● 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. ● 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).
Unit	Rhythmic Activities and Dance
Unit Duration	5 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Movement can be expressive and creative ● Rhythm and timing are crucial elements in dance and sports ● Dance promotes cultural understanding and appreciation
Life Skill	<ul style="list-style-type: none"> ● Self-expression ● Cultural awareness Creativity ● Coordination
Vocabulary	Rhythm, beat, sequence, dance, tempo, choreography, performance
Essential Questions	<ul style="list-style-type: none"> ● How can we express ourselves through movement? ● How does rhythm affect our movements? ● Why is dance important in different cultures?
Enduring Understanding	<ul style="list-style-type: none"> ● Dance and rhythmic activities promote fitness and cultural understanding ● Coordinating movements with music enhances performance ● Dance is a form of non-verbal communication
Student Outcomes	<ul style="list-style-type: none"> ● Students will perform simple dance steps and create short movement sequences ● Students will move in time with various rhythms and tempos ● Students will explore dances from different cultures

Assessment Evidence

Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
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NJSLS

NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 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.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
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Unit	Throwing and Catching (Volleyball Introduction)
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Unit Duration	6 Weeks
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Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Throwing and catching are essential skills in many sports ● Different types of throws serve various purposes ● Hand-eye coordination is crucial for many physical activities
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Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination ● Communication ● Reaction time ● Spatial awareness
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Vocabulary	Overhand throw, underhand throw, catch, volley, bump, set, serve, rally
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Essential Questions	<ul style="list-style-type: none"> ● How can we accurately throw and catch objects of different sizes? ● Why do we use different types of throws?
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	<ul style="list-style-type: none"> ● How does volleyball differ from other ball sports?
Enduring Understanding	<ul style="list-style-type: none"> ● Proper throwing and catching techniques improve game play and reduce injuries ● Different throwing techniques are suited for different situations ● Volleyball requires unique hand positioning and body movements
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic throwing and catching skills ● Students will perform underhand volleyball serves and bumps ● Students will participate in modified volleyball games, showing understanding of basic rules
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate the ability to perform various movement skills. ● 2.2.2.MSC.8: Explore the impact of practice and repetition on performance. ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness. ● 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. ● 2.2.2.PF.2: Explore how to move different body parts (e.g., arms, legs, stomach, head, neck, feet) to achieve a goal.
Unit	Basketball Fundamentals
Unit Duration	7 Weeks
Unit Goals	

Big Idea	<ul style="list-style-type: none"> ● Basketball involves a combination of individual and team skills ● Spatial awareness and strategy are crucial in team sports ● Physical activities can be adapted for different skill levels
Life Skill	<ul style="list-style-type: none"> ● Cooperation ● Decision-making ● Perseverance ● Sportsmanship
Vocabulary	Dribble, pass, shoot, rebound, defense, offense, pivot, foul, court
Essential Questions	<ul style="list-style-type: none"> ● How do we work together as a team in basketball? ● Why is it important to practice individual skills in a team sport? ● How does basketball promote fitness?
Enduring Understanding	<ul style="list-style-type: none"> ● Basketball promotes cardiovascular fitness and teamwork ● Individual skill practice contributes to overall team success ● Strategy and quick decision-making are important in basketball
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic basketball skills (dribbling, passing, shooting) ● Students will participate in modified basketball games, showing understanding of basic rules ● Students will exhibit good sportsmanship and teamwork during games
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate the ability to perform various movement skills. ● 2.2.2.MSC.8: Explore the impact of practice and repetition on performance. ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness.

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	<ul style="list-style-type: none"> ● 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. ● 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.
Unit	Fitness and Games
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Physical activity can be enjoyable and engaging when done outdoors ● Games can promote fitness while developing various skills ● Nature provides unique opportunities for physical challenges
Life Skill	<ul style="list-style-type: none"> ● Adaptability ● Environmental awareness ● Problem-solving ● Cooperation
Vocabulary	Aerobic, strength, flexibility, relay, tag, obstacle course, outdoor safety, pacing
Essential Questions	<ul style="list-style-type: none"> ● How can we use our environment to stay active and healthy? ● What makes outdoor games different from indoor activities? ● How can we challenge ourselves physically?
Enduring Understanding	<ul style="list-style-type: none"> ● Physical activities provide both physical and mental health benefits ● Games can be adapted to different environments and skill levels ● Safety awareness is crucial when exercising outdoors
Student Outcomes	<ul style="list-style-type: none"> ● • Students will participate in various fitness activities and games ● Students will demonstrate safe practices during outdoor/indoor physical activities ● Students will work cooperatively in team-based outdoor/indoor challenges

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Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.10: Demonstrate the ability to perform basic striking skills ● 2.2.2.MSC.11: Engage in activities that require teamwork and cooperation. ● 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.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.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

Curriculum Modifications	
Special Education and 504 Students	<u>General Modifications</u>
	<ul style="list-style-type: none"> ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports

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	<ul style="list-style-type: none"> ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalating strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate

Gifted & Talented Students (G&T)	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none">● Differentiated curriculum for the gifted learner.● Regular classroom curricula and instruction that is adapted, modified, or replaced.● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials.● Integrated G&T programming into the general education school day.● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none">● Extensive outside reading● Active classroom discussion● Innovative oral and written presentations● Deductive and inductive reasoning● Independent writing and research● Divergent thinking● Challenging problem solving situations● Interactive, independent and interdisciplinary activities
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