

**Winslow Township School District**  
**Grade 2**  
**Unit 1: Personal Safety**

**Overview:** This Unit will practice the correct safety measures to ensure personal safety in everyday life. concentrating on basic safety topics such as bike safety, fire safety, water safety and internet safety.

Overview	Standards for Personal Safety Content	Unit Focus	Essential Questions
<b>Unit 1: Personal Safety</b>	<ul style="list-style-type: none"> <li>• 2.3.2.PS.1</li> <li>• 2.3.2.PS.2</li> <li>• 2.3.2.PS.3</li> <li>• 2.3.2.PS.4</li> <li>• 2.3.2.PS.5</li> <li>• 2.3.2.PS.6</li> <li>• 2.3.2.PS.7</li> <li>• 2.3.2.PS.8</li> <li>• WIDA1</li> </ul>	<ul style="list-style-type: none"> <li>• Careful and Careless Behavior</li> <li>• Bike safety</li> <li>• Fire safety</li> <li>• Keeping your body safe</li> <li>• Rules for safe play</li> <li>• Dental Care</li> <li>• Disease Prevention</li> <li>• Understanding my Body</li> <li>• Physical Differences and Similarities</li> <li>• Relationship between exercise and nutrition</li> <li>• Wellness</li> <li>• Feelings and Emotions</li> <li>• Stress and Coping</li> <li>• Locating Trusting Adults</li> <li>• Communication Skills</li> <li>• Expression of Feelings</li> <li>• Helping Others</li> </ul>	<ul style="list-style-type: none"> <li>• How do personal health choices impact our own health as well as the health of others?</li> <li>• How can a personal commitment to wellness influence the health of others?</li> <li>• How does this commitment reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?</li> <li>• Why is it so difficult to educate people about risky behaviors?</li> <li>• Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul>
<b>Unit 1: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>• Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.</li> <li>• It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.</li> </ul>		

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	<ul style="list-style-type: none"><li>• Peers and the media also have a significant impact on food choices and the availability of healthy options.</li><li>• Making healthy eating choices is an important part of achieving and sustaining wellness.</li><li>• Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li><li>• Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.</li><li>• Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</li></ul>	
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Personal Safety Curriculum Unit 1	Standards		Pacing	
			Week	Unit Weeks
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	1	9	
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).	1		
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).	1		
2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	.5		
2.3.2.PS.5	Define bodily autonomy and personal boundaries.	.5		
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.	1		
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).	1		
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).	1		
Assessment, Re-teach and Extension		2		

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Core Idea	Indicator #	Performance Expectations
The environment can impact personal health and safety in different ways.	2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Potential hazards exist in personal space, in the school, in the community, and globally.	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).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5	Define bodily autonomy and personal boundaries.
	2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
	2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
	2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

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Assessment Plan	
<p>Performance Tasks:</p> <p>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>Quizzes/homework/teacher observation/projects</li> </ul>
Resources	Activities
<p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="http://www.schooltube.com/video/40784/Sneeze-PSA">http://www.schooltube.com/video/40784/Sneeze-PSA</a></li> <li>● Brushing Teeth: <a href="https://www.youtube.com/watch?v=Jy8JurvYIH4">https://www.youtube.com/watch?v=Jy8JurvYIH4</a></li> <li>● Losing Teeth: <a href="http://www.brainpopjr.com/health/teeth/losingatooth/">http://www.brainpopjr.com/health/teeth/losingatooth/</a></li> <li>● Germs/Washing Hands: <a href="https://www.youtube.com/watch?v=NoxdS4eXy18">https://www.youtube.com/watch?v=NoxdS4eXy18</a></li> <li>● Tooth brushing - Song: <a href="https://www.youtube.com/watch?v=51troJkekSc">https://www.youtube.com/watch?v=51troJkekSc</a></li> <li>● Parts of the body- Song: <a href="https://www.youtube.com/watch?v=7y_TUJy2TY8">https://www.youtube.com/watch?v=7y_TUJy2TY8</a></li> <li>● Food Groups: <a href="http://www.brainpopjr.com/health/food/foodgroups/">http://www.brainpopjr.com/health/food/foodgroups/</a></li> <li>● Food Groups- Song: <a href="https://www.youtube.com/watch?v=GalvxVnn8Yg">https://www.youtube.com/watch?v=GalvxVnn8Yg</a></li> <li>● BrainPop Jr. Cold and Flu: <a href="http://www.brainpopjr.com/health/bewell/coldsandflu/">http://www.brainpopjr.com/health/bewell/coldsandflu/</a></li> </ul>	<p>2.3.2.PS.1</p> <ul style="list-style-type: none"> <li>SW demonstrate ways to keep the world and community clean, not littering and doing your role as a citizen to keep everyone safe and healthy.</li> </ul> <p>2.3.2.PS.2</p> <ul style="list-style-type: none"> <li>SW identify ways to keep yourself safe using equipment, wearing bike helmets, vehicle, water, weather safety.</li> </ul> <p>2.3.2.PS.3</p> <ul style="list-style-type: none"> <li>SW list reasons we do safety drills.</li> <li>SW create their own escape plans for fire drills at home.</li> <li>SW understand the outcomes of not wearing protective equipment.</li> </ul> <p>2.3.2.PS.4</p> <ul style="list-style-type: none"> <li>SW identify different warning signs and symbols and what the reasoning is.</li> </ul> <p>2.3.2.PS.5</p> <ul style="list-style-type: none"> <li>SW explain the terms personal space and wellbeing, comfort zones.</li> <li>What is the Definition of bodily autonomy and personal boundaries.</li> </ul>

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<p>Interactive Games:</p> <ul style="list-style-type: none"><li>● Nutrition - Fuel Up to Play60: <a href="http://school.fueluptoplay60.com/tools/nutrition-education/games.php">http://school.fueluptoplay60.com/tools/nutrition-education/games.php</a></li><li>● Fire Safety: <a href="http://www.sparky.org/games/eye4safety/eyeforsafety.html">http://www.sparky.org/games/eye4safety/eyeforsafety.html</a></li><li>● BrainPop Jr. Fire Safety: <a href="http://www.brainpopjr.com/health/besafe/firesafety/">http://www.brainpopjr.com/health/besafe/firesafety/</a></li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<p>2.3.2.PS.6</p> <ul style="list-style-type: none"><li>● SW will be able to label and describe using verbal and non verbal boundaries for your own well being.</li></ul> <p>2.3.2.PS.7</p> <ul style="list-style-type: none"><li>● SW give examples child abuse (e.g., emotional, physical, sexual).</li></ul> <p>2.3.2.PS.7</p> <ul style="list-style-type: none"><li>● SW identify people in your life that you can talk to. Who can be a trusted adult and who you can talk to when you need help.</li></ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>	<ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol>

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##### 9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

##### **Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

##### **Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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##### Modifications for Special Education/504

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed



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##### Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"><li>• Relate to and identify commonalities in health practices in students home country</li><li>• Speak and display terminology and movement</li><li>• Teacher Modeling</li><li>• Peer Modeling</li><li>• Label Classroom Materials - Word Walls</li></ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"><li>• Students can complete extend research outside of the classroom</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Project Based Learning</li><li>• Real world scenarios</li><li>• Student Driven Instruction</li></ul> <p>❖ <a href="#">Gifted Programming Standards</a></p> <p>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></p> <p>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></p>
Interdisciplinary Connections	
<p>ELA - NJSLS/ELA:</p> <p>NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	

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**Integration of Computer Science and Design Thinking NJSL 8**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.4: Make predictions based on data using charts or graphs.