



Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 3

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey

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*Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

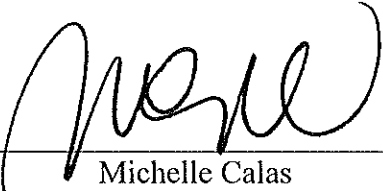
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health Grade Level: 3rd Unit Title: Dimensions of Wellness

Unit Summary: Students will understand the relationship of health practices on the systems of the body. Students will be introduced to health literacy.

Primary Interdisciplinary Connections: Guidance

[21st Century Themes](#) ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Developing an understanding of health practices on the systems of the body is an essential part of creating a healthy lifestyle.

Learning Targets

Standards:

2.1 Personal and Mental Health

12.1 SEL Self Awareness

Content Statements:

Personal Growth and Development:

2.1 PGD Health is influenced by the interaction of body systems.

Emotional Health:

2.1 EH Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events

Social and Sexual Health:

2.1 SSH People in healthy relationships share thoughts and feelings, as well as mutual respect.

Social/Emotional Learning:

12.1 Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
2.1.5 EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy situations.
2.1.5.SSH.6	Describe the characteristics of healthy vs unhealthy relationships among friends and with family members
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



Unit Essential Questions:

- How does behavior, including the risks you take, affect your health & wellness?
- How are decision making and goal setting interrelated?
- How can they promote positive personal wellness?

Unit Enduring Understandings:

- Staying healthy is a consistent process that includes all dimensions of wellness.
- Developing personal wellness is an ongoing process of evaluating factors that impact personal health.

Unit Learning Targets:

Students will....

- Explain how practicing healthy lifestyle habits will affect the systems of the body.
- Explain how to determine the different factors that affect one's overall wellness.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt Textbook

Formative Assessments:

- Homework
- Class question responses
- Pre tests and Post tests

Lesson Plans

Lesson	Time Frame
Lesson 1 Domains of wellness	1 class period
Lesson 2 Daily health practices	1 class period
Lesson 3 Setting personal goals	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Learntobehealthy.org

Brainpop.com

Brainpopjr.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Domains of Wellness Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Guidance

Integration of Technology:
Brainpop.com

Equipment Needed:
Laptop/Projector, Graphic Organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain each of the three domains of wellness- Social, Emotional, Physical. ● Identify key factors in each of the three domains. ● Explain how all three domains are interrelated.	Lesson Sequence ● Domains of Wellness graphic organizer for each student. ● Explain the three domains of wellness- Physical, Social, Emotional. ● Students will work in groups to complete their graphic organizer. ● Students will be selected from each group to come to the board and fill out a master graphic organizer for the entire class. ● Class will have a discussion about the filled out graphic organizer.	● Student responses to homework questions ● Classwork assessments ● Quiz
Differentiation: Leveled worksheet		
Resources Provided: ● Harcourt Textbook ● Homework		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Daily Health Practices Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Brainpop Website

Equipment Needed: Projector/Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain how daily health practices affect the systems of the body. ● Identify important daily health practices.	Lesson Sequence ● Student led discussion about what are daily health practices? ● After opening discussion, students will be broken up into small groups to break down one of the daily health practices from the list. ● Students will watch a video from the brainpop.com website featuring daily health practices and continue to add to their group list. ● The groups will each have a chance to share their findings with the class.	● Student responses to wrap up questions ● Student classwork assessments ● Student responses to homework ● Class participation
Differentiation: Flexible grouping		
Resources Provided: ● Harcourt Textbooks ● Brainpop.com		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Setting personal health goals Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Brainpop.com

Equipment Needed: laptop/projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify factors for setting a personal health goal. - Create their own personal health goals.	Lesson Sequence - Students will watch a brainpop video on introducing the topic of setting personal health goals. - Students will identify one personal health goal they would like to develop. - Students will use the Harcourt textbook to research their personal health goals and begin to set guidelines. - Students will share their personal health goals with the class and the teacher will modify if needed.	- Student responses to homework - Classwork assessments - Class participation - Quiz
Differentiation: Leveled worksheet		
Resources Provided: - worksheet - brainpop.com		



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Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Dimensions of Wellness Unit
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health Grade Level: 3rd Grade Unit Title: Body Systems

Unit Summary: Students will identify parts of the muscular, skeletal, and nervous systems of the body. Students will gain the knowledge of how to keep these body systems healthy.

Primary Interdisciplinary Connections: Science

[21st Century Themes](#) ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding the various body systems is essential to maintaining one's overall wellness. Identifying how to keep these body systems healthy is very important for setting personal health goals.

Learning Targets

Standards:

2.1 Personal and Mental Health

12.1 SEL Self Awareness

Content Statements:

Personal Growth and Development:

2.1 PGD Health is influenced by the interaction of body systems.

Social/Emotional Learning:

12.1 Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
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SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
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2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
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Unit Essential Questions:

- What are the functions of the skeletal, muscular, and nervous systems?
- How are these body systems related?
- How can you protect these body parts?

Unit Enduring Understandings:

- Students will understand how the systems of their body are interrelated
- Each body system requires special care



Unit Learning Targets:

Students will....

- Explain what makes up the skeletal, muscular, and nervous system.
- Identify the various ways to protect the systems of your body.
- Identify how the systems of the body are related.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Quiz papers

Teacher Resources: Harcourt textbooks

Formative Assessments:

- Homework
- Classwork
- Students pre-test Kidshealth.org

Lesson Plans

Lesson	Time Frame
Lesson 1 Mr. Skeleton	1 class period
Lesson 2 How are the body systems connected?	1 class period
Lesson 3 Protecting the systems of your body	1 class period

Teacher Notes:

Instruction may be modified/alterd (differentiated) to meet the needs of all students.
 Additional review lessons may be implemented dependent on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

learntobehealthy.org

Brainpop.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Mr. Skeleton Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
 Science

Integration of Technology:
 Brainpopjr.com

Equipment Needed:
 laptop/projector - Poster of a Skeleton

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the main components of the skeletal systems. - Explain the functions of the skeletal system. - Identify three bones.	Lesson Sequence - Students will be handed out a worksheet with Mr. Bones the skeleton. - Students will identify bones that they know and share with the class. - Students will watch the brainpopjr.com video on the skeletal system and its functions - During the video students will turn their worksheets over and write down the functions of the skeletal system. - Class lead discussion about the findings of the video. Students will share their responses.	- Student responses to opening questions - Student responses to homework - Student responses to the worksheet
Differentiation: Students struggling with identifying bones can work with a classmate for help.		
Resources Provided: - Worksheets - Laptops - Vocabulary sheets		



Lesson Plan 2 Template		
Content Area: Health 1 class period	Lesson Title: How are the body systems connected?	Time Frame:
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science		
Integration of Technology: Brainpopjr.com		
Equipment Needed: Laptop/ projector - Harcourt textbook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the body systems needed for movement. - Explain how the body systems are connected. - Identify how the body moves.	Lesson Sequence - Students will be given a graphic organizer with the 4 body systems listed in rows. - Students will use chapter 1 lesson 1 in the Harcourt textbook to identify each body system's role in movement. - As students learn new information they will transfer this to their graphic organizer. - Students will be broken up into groups to discuss how the body moves. - Once the groups have written a response they will share their findings with the class. - Students will end class with a brainpopjr.com video about the nervous system.	- Student responses to chapter questions - Classwork assessments - Student responses to homework - Quiz
Differentiation: Flexible grouping		
Resources Provided: - Harcourt Textbook - Worksheet		



Lesson Plan 3 Template		
Content Area: Health 1 class period	Lesson Title: Protecting the systems of your body	Time Frame:
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science		
Integration of Technology: Brainpop.com /Learntobehealthy.org		
Equipment Needed: laptops/projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain the importance of protecting the systems of the body. ● Identify ways to protect the body systems.	Lesson Sequence ● Class begins with a discussion of the importance of protecting our body's systems. ● Student lead discussion students will identify different ways that we can damage our body systems. ● Once we have generated a list on the whiteboard, students will be broken up into groups to discuss the various ways we can protect the body. ● Students will be asked to come up with three different ways, one for each system of the body. ● While the students are working in their groups, we will be put on the learntobehealthy regarding protecting the body.	● Student responses to worksheet questions ● Classwork assessment ● Student responses to homework ● Quiz



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- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• After students have generated their list, we will have each group present their findings. | |
|--|---|--|

Differentiation:
Flexible grouping

Resources Provided:

- Laptop
- Worksheets



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Nutrition
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 3rd	Unit Title: Nutrition
Unit Summary: Students will identify how proper nutrition is essential to the body.		
Primary Interdisciplinary Connections: None		
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy		
☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students need to know how proper nutrition affects the body as well as the harmful effects that can occur from improper nutrition.		

Learning Targets

Standards: 2.1 Personal and Mental Health 2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills 8.1 Computer Science and Design Thinking	
Content Statements: Nutrition: 2.2 N: Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. Personal Growth and Development: 2.1 PGD Health is influenced by the interaction of body systems. Career Readiness: 9.4 CT The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Data and Analysis: 8.1 DA Data can be organized, displayed, and presented to highlight relationships.	
CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5 N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5 N.3	Differentiate between healthy and unhealthy eating habits.



2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Unit Essential Questions: • Why is proper nutrition essential to your growth and development? • What resources are available to assist you in making proper nutritional decisions? • How do nutrients provide energy needed for daily living?	
Unit Enduring Understandings: • Students will understand that proper nutrition is essential to growth and development. • Students will understand that nutrients provide energy for daily living.	
Unit Learning Targets: Students will.... • Explain why proper nutrition is essential for growth and development. • Identify how nutrients provide energy for daily living. • Explain how to get proper nutrition through daily meals.	

Evidence of Learning

Summative Assessment: Test, Quiz Equipment Needed: quiz sheets Teacher Resources: internet resources
Formative Assessments: • Homework • Classwork • Pre and Post Test

Lesson Plans

Lesson	Time Frame
Lesson 1 Food for a Healthy Body	1 class period
Lesson 2 Healthy Food Choices	1 class period
Lesson 3 Healthy Diet Challenge	1 class period
Teacher Notes: Instruction may be modified/altered (differentiated) to meet the needs of all students. Additional review lessons may be implemented dependent on student mastery.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit:	



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brainpop.com
kidshealth.org
learntobehealthy.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Food for a Healthy Body Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: Learntobehealthy.com

Equipment Needed: Harcourt Textbook, Worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain what nutrition is. ● Identify the six basic nutrients. ● Explain how proper nutrition is important to the body.	Lesson Sequence ● Students will get their own worksheet for chapter 3 on nutrition. ● Students will take a Harcourt textbook and open to chapter 3 lesson 1 and work individually to fill out lesson 1 using both the word bank and the chapter. ● Students will share their findings in a class discussion about the word search. ● Students will work in small groups to identify the six basic nutrients. After the students have identified the six nutrients, we will write them up on the whiteboard and break down their characteristics. ● As an exit slip activity, students will need to list the 6 basic nutrients.	● Student responses to worksheet. ● Classwork assessments. ● Quiz. ● Student responses to homework.
Differentiation: Flexible Grouping/Leveled activity		
Resources Provided: Worksheets, laptops		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Healthy Food Choices Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: Brainpopjr.com

Equipment Needed: Laptop/Projector - Harcourt Textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how food choices affect health. - Describe food combinations in a healthy diet.	Lesson Sequence - Students will be given a worksheet with a blank Myplate. - Students will watch brainpopjr.com about the MyPlate structure and fill in their worksheets as they listen. - Students will work in groups to fill out chapter 3 - lesson 6 - Compare and Contrast. - The class will have a discussion about the findings from the video and as a class we will fill out the different categories of the MyPlate diagram. - Worksheets handed out will be collected and as an exit slip activity students will have to write down the sections that make up the MyPlate diagram.	- Student responses to worksheet. - Classwork assessment. - Student responses to homework.
Differentiation: Leveled worksheets		
Resources Provided: - Worksheets - Harcourt textbook - laptops		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Healthy Diet Challenge Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Brainpopjr.com

Equipment Needed: Laptop/Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define a healthy diet. • Identify healthy eating choices. • Explain the benefits of eating a healthy diet.	Lesson Sequence • Students will identify one diet choice that they can replace with a healthier choice. • Students will then watch a video about making healthy diet choices from the brainpop.com website. • Students will be handed a graphic organizer to write down their current diet, and their diet with the healthy changes. • Students will create a healthy diet pledge stating that for one month they will make this healthy diet change and write a journal of their experience. • Students will be allowed to take this pledge home to make final additions, then they will return them to class for a presentation of their pledge.	• Student responses to worksheets. • Student assessment. • Student responses to homework. • Quiz.
Differentiation: Leveled worksheets		
Resources Provided: • Worksheets • Harcourt textbook • Laptops		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title:	Nutrition
Created: Steven Griffiths, Lindsay Stearns		Board Approved on:	



Unit Overview Template

Content Area: Health Grade Level: 3rd Unit Title: Social/Emotional Health

Unit Summary: Students will gain the knowledge of how individuals and families address their basic needs. Students will learn ways to deal with loss, rejection and separation as well as developing strategies for managing stress.

Primary Interdisciplinary Connections: Guidance

[21st Century Themes](#) ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students in the 21st century need to understand how individuals and families address their basic needs. Stress management is a skill that is vital to one's overall well-being.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Life Literacies and Key Skills

Content Statements:

Social and Sexual Health:

2.1 SSH: People in healthy relationships share thoughts and feelings, as well as mutual respect.

2.1 EH: Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

Digital Citizenship:

9.4 Digital identities must be managed in order to create a positive digital footprint.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.5 SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Unit Essential Questions:

- How do I show respect for others?
- How can I manage my stress?



Unit Enduring Understandings:

- Social and emotional development impacts all components of wellness.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.

Unit Learning Targets:

Students will....

- Explain how individuals and families address their basic needs.
- Identify ways to deal with loss, rejection and separation.
- Summarize the causes of stress and develop strategies to deal with stress.

Evidence of Learning

Summative Assessment: Test, Quiz

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt textbook

Formative Assessments:

- Homework
- Class worksheets
- Pre-testing

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to social/emotional health	1 class period
Lesson 2 Dealing with loss	1 class period
Lesson 3 Stress Management	1 class period

Teacher Notes:

Instruction may be modified/altered (differentiated) to meet the needs of all students.

Additional review lessons may be implemented dependent on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpop.com

kidshealth.org

learntobehealthy.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Introduction to Social/Emotional Health Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: How to be a good friend video

Equipment Needed: Projector/laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define social and emotional health. - Explain how social and emotional health are related.	Lesson Sequence - Students will be handed out a graphic organizer with social and emotional health on top. - Students will be broken up into groups and tasked with filling out the organizer with any prior knowledge they have. - Students will share their findings for both of the groups, then we will show a small clip from the how to be a good friend video. - In the video, students will see how from a social conflict, the emotional domain becomes affected. - After the video, students will fill out the middle section of the organizer tying social and emotional health together. - Students will be assigned homework-write a one paragraph entry about a time when they had a social conflict.	- Student responses to summary and review questions - Classwork assessments - Quiz
Differentiation: Leveled worksheets		
Resources Provided: Worksheet, laptops, notes		



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Dealing with loss	Time Frame: 1 class period
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Guidance		
Integration of Technology: brainpopjr.com		
Equipment Needed: Harcourt textbooks, worksheet/notes		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to deal with loss. - Identify their support network when coping with loss.	Lesson Sequence - Worksheet with matching words and summary handed out. - Students will use their harcourt textbook and read the first lesson in chapter 10 individually. - Students will fill out their worksheet and stop before they reach the open-ended question. - The class will have a discussion about the feelings/emotions that come with the loss of a person. - The students will be asked to answer the question- Who is available to help you with the grieving process? - Students will hand in this worksheet before they leave the class, and we will lead with a discussion at the start of next class about support networks.	- Student responses to worksheets. - Classwork assessments. - Quiz.
Differentiation: Leveled worksheet, Flexible grouping		
Resources Provided: - Worksheet - Harcourt textbook		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Stress management Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: brainpopjr.com

Equipment Needed: Laptop/ Projector - Worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the causes of stress. - Explain ways to manage stress. - Identify how stress can affect one's personal health.	Lesson Sequence - Students will be handed out a worksheet - Managing stress. - Students will be broken up into small groups to read Chapter 10 - Lesson 2 and fill out their stress management worksheets - Students will lead a class discussion about their findings from the chapter. - Students will watch a brainpopjr.com video about managing stress. - As an exit slip activity- students will write down 3 things that create stress in their life - and 3 ways to deal with the stress.	- Student responses to worksheet. - Classwork assessment. - Quiz. - Exit slip.
Differentiation: Flexible grouping		
Resources Provided: - Worksheet - Harcourt textbook		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Social and Emotional Health
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health Grade Level: 3rd Unit Title: Interpersonal Communications

Unit Summary: Students will develop important interpersonal skills that will assist them in areas such as conflict resolution and classroom communication.

Primary Interdisciplinary Connections: Guidance

[21st Century Themes](#) ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students in the 21st century need to develop strong interpersonal skills in order to be successful not only in the classroom, but in life as well.

Learning Targets

Standards:

2.1 Personal and Mental Health

12.1 SEL Self Awareness

Content Statements:

Emotional Health:

2.1 EH Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events

Social and Sexual Health:

2.1 SSH People in healthy relationships share thoughts and feelings, as well as mutual respect.

CPI#:

Cumulative Progress Indicator (CPI):

2.1.5.SSH.3

Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.5

Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.7

Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.1.5.EH.3

Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior



Unit Essential Questions:

- Why are strong interpersonal skills important?
- How can we use our interpersonal skills for conflict resolution?

Unit Enduring Understandings:

- Strong interpersonal skills can help with one's ability to express themselves.
- Resolving conflicts requires open communication and empathy.

Unit Learning Targets:

Students will....

- Demonstrate and explain why interpersonal communication is important.
- Demonstrate interpersonal communication in dealing with conflicts.

Evidence of Learning

Summative Assessment: Test, Quiz

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt text

Formative Assessments:

- Homework
- Students responses to class questions
- Pre and post tests

Lesson Plans

Lesson	Time Frame
Lesson 1 How to be a good friend	1 class period
Lesson 2 Types of communication	1 class period
Lesson 3 Conflict resolution	1 class period

Teacher Notes:

Instruction may be modified/altered (differentiated) to meet the needs of all students.

Additional review lessons may be implemented dependent on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpop.com

learntobehealthy.org

kidshealth.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: How to be a good friend Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Brainpopjr.com

Equipment Needed: projector/laptop Worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify characteristics of being a good friend. - Explain how body expressions display feelings.	Lesson Sequence - Students will be given a worksheet listing good and bad qualities of friends. - Students will start the class filling out their graphic organizers with their current understanding of what a good friend looks like and a bad friend. - Students will read pgs. 216 to 219 in the Harcourt textbook on ways to show feelings. - Students will answer on the back of their graphic organizer Question #2 - Identify three ways someone can express feelings through body language. - The class will have a closing discussion about how body language can affect their interactions with friends.	- Student responses to worksheets. - Classwork assessment. - Quiz. - Student responses to review questions.
Differentiation: Leveled worksheet		
Resources Provided: - Harcourt textbook - Worksheets - laptops		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Types of communication Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: brainpopjr.com

Equipment Needed: Harcourt Textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain how communicating respectfully helps you better understand and get along with others. ● Identify different ways to communicate with others.	Lesson Sequence ● Students will be given a harcourt textbook and open to pg. 234. ● Key vocabulary for the lesson will be discussed - Communicate, apologize, compassion. ● Students will read pages - 234-236 ● The class will answer the lesson questions on pg. 236 and hand them in for grading. ● Students will be given a chance to come up to the board and create a "Cloud" listing the different ways to communicate with others. ● As an exit slip, students will have to list why you should apologize when you are wrong and hand it in.	● Student responses to worksheet. ● Classwork assessment. ● Quiz.
Differentiation: Leveled worksheet		
Resources Provided: ● Harcourt Textbook ● Worksheets		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Conflict Resolution Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: CD - How to be a good friend

Equipment Needed: Laptop, CD, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify characteristics of a conflict. - Identify ways to resolve a conflict. - Explain how communication is an essential part of conflict resolution.	Lesson Sequence - Students will be given a worksheet based on the video 'How to be a good friend.' - Students will watch the How to be a good friend video- and answer the correlating question with it. - During the video the students are given a scenario which is acted out first, then the students write how they would respond on the back of their worksheet. - After students respond to the scenario question- the class will have a discussion to share their written responses. - As a class we will take the student responses and create a list of successful ways to resolve a conflict.	- Student responses to worksheet questions - Classwork assessment - Quiz
Differentiation: Leveled worksheet		
Resources Provided: Worksheet		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Interpersonal Communication
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 3rd	Unit Title: Relationships
Unit Summary: Students will gain the knowledge of how the family supports themselves and how each family is different and is influenced by culture, and family values. Primary Interdisciplinary Connections: Guidance <u>21st Century Themes</u> ☐ Creativity & Innovation ☒ Critical Thinking & Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students in the 21 st century need to understand the support system they have so in times of difficulty they know how their family can help them. Character building is key in being a vital component of a relationship.		

Learning Targets

Standards: 2.1 Personal and Mental Health 12.1 SEL Self Awareness	
Content Statements: Social and Sexual Health: People in healthy relationships share thoughts and feelings, as well as mutual respect. Social/Emotional Learning: 12.1 Self Awareness	
CPI#:	Cumulative Progress Indicator (CPI):
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
Unit Essential Questions: • What influences my behaviors and decisions? • How does my behavior reflect my personal choices?	
Unit Enduring Understandings: • Everyone has special and unique qualities. • Mental and emotional health affects a person's physical health and overall well being.	



- Personal choices impact current and long term outcomes on individuals, family and society.

Unit Learning Targets:

Students will....

- Explain why healthy relationships are different in families.
- Explain how families share common values.
- What are the core values and explain how they are important.

Evidence of Learning

Summative Assessment: Test, Quiz

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt textbook

Formative Assessments:

- Homework
- Class worksheet responses
- Pre-test

Lesson Plans

Lesson	Time Frame
Lesson 1 Healthful Relationships	1 day
Lesson 2 Family Changes	1 day
Lesson 3 Families Help Each Other	1 day

Teacher Notes:

Instruction may be modified/altered (differentiated) to meet the needs of all students.

Additional review lessons may be implemented dependent on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Brianpop.com

kidshealth.org

learntobehealthy.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Families Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Brainpop.com

Equipment Needed: Harcourt Textbooks, note sheet/vocabulary sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the difference between values vs rituals. • Explain how respectful communication is done within relationships.	Lesson Sequence • Students will receive an outline of a flower. Students color in stem/flower to describe family. Show flowers - each different such as each family is different. • Textbook pg. 242 students read independently - summarize page. • Pg. 243 read with a partner and teach health background sections. • Pg 244. values - students record 3 values vs rituals that their family has and record on paper. • Pg. 244 summary and review questions students list on sheet collect papers. • Pg. 244 building good character section activity groups of 3 leveled activities shared with class 5 minutes to complete.	• Student responses to summary and review questions
Differentiation: • Leveled activity		
Resources Provided: • Notes • Textbooks		



Lesson Plan 2 Template

Content Area: Health

Lesson Title: Family Changes

Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Brainpop.com website

Equipment Needed: Note/vocabulary sheet, Harcourt textbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain major changes that can affect families. ● Explain strategies that can be used for coping with changes, families and ways to manage stress.	Lesson Sequence ● Pg. 246 textbook motivate activity. ● Pg. 246/247 read with partner - pay attention to graph on page and discuss what graph means. ● Health Background pg. 247 students discuss how they feel about background information with partner - volunteer responses. ● Pg. 248/249 read with a partner - go over the discussion section and students perform a quick activity section from the book. ● Brainpop.com video stress - discuss with students ways that family members from kids to adults may feel stress- fill out a brainpop worksheet. ● Summary and review questions pg. 249.	● Student responses to summary and review questions ● Brainpop worksheet stress
Differentiation: ● Leveled Worksheets		
Resources Provided: ● Note/Vocabulary sheet ● Harcourt textbook		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Families Help Each Other Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: kidshealth.org

Equipment Needed: Note sheets, Textbook, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define roles and responsibilities in the context of family. - Name ways family members can help each other when changes occur.	Lesson Sequence - Vocab sheet/Textbook pg. 252 motivate activity and then interpret visuals activity. - Read aloud pg. 252 with table 1 paper group records working together activity - review if any common activities. - Family roles pg. 253 with pyramid activity. (discuss section) - Critical thinking questions pg. 253 and health background. - pg. 254 read with a partner. - Summary and review questions pg 254. - Homework leveled activity pg. 252.	- Student responses on leveled homework - Student responses summary and review questions
Differentiation: Leveled activity		
Resources Provided: - Notes - Textbook		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Relationships
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 3rd	Unit Title: Medicines
Unit Summary: Students will be given the knowledge on how to use OTC vs. Prescription medicine correctly and safely. Students will understand that the decisions they make with medicine can affect every system on the body. Primary Interdisciplinary Connections: None 21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Knowledge about medicines informs and aides in decision making related to personal wellness and the wellness of others		

Learning Targets

Standards:	
2.3 Safety	
Content Statements:	
Health Conditions, Diseases and Medicines: 2.3 There are actions that individuals can take to help prevent diseases and stay healthy. Alcohol, Tobacco and other Drugs: 2.3 The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	
CPI#:	Cumulative Progress Indicator (CPI):
2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
Unit Essential Questions:	
• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. • What can I do to avoid or reduce health risks? • What do I need to know to make good decisions and stay healthy?	



Unit Enduring Understandings:

- Medicines must be used correctly in order to be safe and have the maximum benefit.
- How do I determine whether or not a medication will be effective?
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will...

- Distinguish between over the counter and prescription medicines.
- Determine side effects of common medicines.
- Explain how the immune system helps to fight disease.

Evidence of Learning

Summative Assessment: test, quiz

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt textbook

Formative Assessments:

- Classwork
- Homework
- Student responses in class

Lesson Plans

Lesson	Time Frame
Lesson 1 OTC vs. Prescription	1 day
Lesson 2 Labels/Side effects	1 day
Lesson 3 Pills vs.Candy	1 days

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

pillsvscandy.com

kidshealth.org

brainpopjr.com

<http://otcsafety.org/en/experts/kids-and-medicine-safety/>



Lesson Plan 1 Template

Content Area: Health Lesson Title: OTC vs. Prescription Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: internet resources

Equipment Needed:

Harcourt Textbooks, Note/vocabulary sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish between drugs that help and drugs that harm the body. - Distinguish between OTC and prescription medicines. - Explain how caffeine causes reactions in the body.	Lesson Sequence - Textbook/note sheet per child. - pg. 172 motivates section stress concept all medicines are drugs but not all drugs are medicines. - With partner read pgs. 172/173 alternating paragraphs - use teach/discuss sections with group poise questions and discuss with partner. - pgs. 174/175 read aloud with tables to come up with all medicines they can think of and record on board under prescription or otc 5 minutes check for accuracy and discuss why incorrect. - pg. 177 discusses caffeine and how it affects body - book stress where caffeine can be found. - Summary and review questions pg. 177.	Summary and review responses.

Differentiation: Leveled Worksheets

Resources Provided:

- Textbook
- Note Sheets



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Label/side effects	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: None		
Integration of Technology: Brainpop.com		
Equipment Needed: projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain possible side effects of medicine. ● Explain/demonstrate proper usage of medicine labels.	Lesson Sequence ● Introduction video. http://otcsafety.org/en/experts/kids-and-medicine-safety/ ● Discuss side effects and how they can be dangerous. ● Note sheet on medicine usage and safety how to read labels both prescription/otc and differences in labels - project a label of each on board. ● Brainpopjr.com video on medicines/side effects. ● Discuss key points in video for adults giving medicines to children. ● Using medicine safely sheet per table, put names on paper and answer questions, collect papers. ● Medicine label sheet per student, answer responses for homework identifying parts of OTC/Prescription label - 3 level activity.	● Responses on medicine safely sheet. ● Student responses to homework OTC label.
Differentiation: Leveled activity		
Resources Provided: ● Notes, Homework		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Pills vs. Candy	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: None		
Integration of Technology: Website Pillsvscandy.com		
Equipment Needed: laptop per group of 2, worksheet		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain side effects of certain medicines and how they affect body systems. ● Explain how pills and candy can be confused.	Lesson Sequence ● Project on board medicine label and side effects - handout per child record side effect and which body system the effect acts on to review previous concepts and students complete paper and collect. ● Partner and laptop per group. Go to pillsvscandy.com 4 level activity of Choose Your Poison record percentage correct on worksheet choose 1 level and advance. ● Pillsvscandy.com memory match game stress pills and candy can look similar as can liquids.	● Collected side effect sheets. ● Students score on pills vs candy.
Differentiation: Leveled activity		
Resources Provided: ● Laptops ● Notes ● Worksheets		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☐	☒	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Medicines
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health

Grade Level: 3rd

Unit Title: Alcohol/Tobacco

Unit Summary: Students will identify the effects of alcohol and tobacco on the body, not only the effect on the user but also how drugs affect other family members.

Primary Interdisciplinary Connections: None

[21st Century Themes](#) ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students need to know the immediate effects of drug use on the body, the long term consequences, the reasons drugs are dangerous and how and why people can be influenced to use drugs. Instruction will focus on alcohol and tobacco use/effects in this unit.

Learning Targets

Standards: 2.3 Safety
 8.1 Computer Science
 12.1 SEL Self Awareness

Content Statements:

Alcohol, Tobacco and other Drugs:

2.3 ATD The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

Dependency, Substances Disorder, and Treatment:

2.3 DSDT Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations

8.1 Data and Analysis:

Data can be organized, displayed, and presented to highlight relationships.

Social/Emotional Learning:

Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.



8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
Unit Essential Questions: • What can I do to avoid or reduce health risks?What can I do to avoid or reduce health risks? • Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others? • How do laws affect people differently?	
Unit Enduring Understandings: • The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets: Students will.... • Explain why it is illegal to possess tobacco and the NJ tobacco laws. • Identify the effects of tobacco use on parts of the body. • Compare the effect of laws on smokers and nonsmokers. • Identify specific environments and the impact second hand smoke can have. • Identify long and short term effects of alcohol use and abuse.	

Evidence of Learning
Summative Assessment: test, quiz Equipment Needed: Quiz Papers Teacher Resources: Harcourt textbooks
Formative Assessments: • Homework • Classwork • Students pre-test Learntobehealthy.org

Lesson Plans	
Lesson	Time Frame
Lesson 1 Case of Cig Shady	1 class period
Lesson 2 Lung Squad	1 class period
Lesson 3 Alcohol	1 class period



Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Kidshealth.org](http://kidshealth.org)

[Learntobehealthy.org](http://learntobehealthy.org)

[Brainpop.com](http://brainpop.com)

[Brainpopjr.com](http://brainpopjr.com)

<http://www.sk.lung.ca/index.php/got-lungs-home>



Lesson Plan 1 Template

Content Area: Health Lesson Title: Case of Cig Shady Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: Learntobehealthy.org Huffin n Puffin The Case of Cig Shady

Equipment Needed: Laptop/Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how tobacco use affects the respiratory system. • Identify anatomy of the respiratory system. • Explain the "ingredients" in tobacco.	Lesson Sequence • Questioning on: Cigarettes and Cigars have in common, baseball and tobacco is ok, chewing tobacco, parts of the respiratory system, smoking affects sports, running, exercise or stay active, ways to protect lungs list responses on board groups discuss 5 minutes. • Vocabulary sheets per child go over vocabulary. • Case of Cig Shady project on board students fill out a leveled worksheet as video is shown. • Use link on screen for pictures of lung disease • Students discuss responses on sheet review responses collected.	• Student responses to worksheet. • Student responses to wrap up questions.
Differentiation: Leveled worksheet		
Resources Provided: • Worksheets • Vocabulary sheets		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Lung Squad Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: <http://www.sk.lung.ca/index.php/got-lungs-home>

Equipment Needed: Lung Squad Packet, laptops per 2 students

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify effects of secondhand smoke. - Explain why it is illegal to possess cigarettes.	Lesson Sequence - Tobacco-Free for You and Me packet per child. - Explain action and discussion cues during the story. - Read story aloud - action and discussion discuss with group and share with class post on board. - Students fill out My Healthy Action Plan as homework stress stops, think and do from story. http://www.sk.lung.ca/index.php/got-lungs-home 1 laptop per two children go to games and stories, play smoke and ladders vs partner.	Student responses to homework questions
Differentiation: Flexible grouping		
Resources Provided: - Laptops - Story packet and homework		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Alcohol Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: None

Integration of Technology: Brainpop.com

Equipment Needed: Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify effects of alcohol use on body systems. - Identify effects of alcohol use on behavior.	Lesson Sequence - Vocab/Note Sheet per child - Brainpop.com alcohol video - Harcourt textbooks 1 per child - Read aloud pg. 224 and visuals chart stress less weight, the stronger the effects. - Pg. 225 read aloud and perform quick activity. - Pg. 226/227 effects of alcohol on the body short and long term - go over health and the technology box. - Alcohol can affect behavior read aloud and interpret visuals. - Summary and review questions pg. 228- Critical thinking question 228 as homework paragraph.	- Student responses to homework questions. - Student responses to summary and review questions.
Differentiation: Leveled Worksheets		
Resources Provided: - Vocabulary - Note Sheets		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Alcohol/Tobacco
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 3rd	Unit Title: Character Development
Unit Summary: Students will develop skills needed to identify components that make up a person's character. Students will gain the knowledge of factors that influence character.		
Primary Interdisciplinary Connections: Guidance		
21st Century Themes ☐ Creativity & Innovation ☒ Critical Thinking & Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Character is essential to developing relationships in society. In knowing the factors that influence character development students will develop the skills needed in relationship building.		

Learning Targets

Standards: 2.1 Personal and Mental Health 12.1 Self Awareness	
Content Statements: Social and Sexual Health: 2.1 People in healthy relationships share thoughts and feelings, as well as mutual respect. Self Awareness: Self Awareness Responsible Decision-Making Self-Management	
CPI#:	Cumulative Progress Indicator (CPI):
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Unit Essential Questions: - How does a person's unique talents contribute to a larger community? - How does my behavior reflect my personal choices?	



Unit Enduring Understandings:

- Individuals embrace diversity as contributing members of a larger community.
- Everyone has special and unique qualities.
- Mental and emotional health affects a person's physical health and overall well being.

Unit Learning Targets:

Students will...

- Explain how character develops over time.
- Explain how attitudes positive or negative have an impact on individuals with disabilities.

Evidence of Learning

Summative Assessment: quiz

Equipment Needed: Quiz sheets

Teacher Resources: Harcourt text

Formative Assessments:

- Homework
- Class question responses
- Pre and Post test

Lesson Plans

Lesson	Time Frame
Lesson 1 Match 'Em Up Matey	1 class period
Lesson 2 Disabilities	1 class period
Lesson 3 Fill Up the Bag	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student master

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

Learntobehealthy.org

Brainpop.com

Brainpopjr.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Match em Up Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Learntobehealthy.org

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain how character develops over time. ● Explain how attitudes affect awareness towards disabilities.	Lesson Sequence ● Character and previous knowledge list on paper - common list record on board. ● Definition of a disability, common disabilities. ● Situations where character can be shown learntobehealthy.org, match 'Em Up Matey character. ● How character develops over time from childhood to adult. ● Definition sheet cut out terms and definitions - match up terms and definitions. ● Match 'Em Up Matey sheet using learntobehealthy.org game with partner. ● Homework sheet questionnaire on disability and character.	● Homework sheet responses.
Differentiation: Flexible grouping		
Resources Provided: ● Note sheets ● Resource cards		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Disabilities Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Internet resources

Equipment Needed: Textbooks, worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how attitudes can impact a person's view on disabilities.	Lesson Sequence - Discussion of a disability and what a disability is students brainstorm ask responses blindness, deaf, certain diseases - If someone you knew was blind what could they do and couldn't? For example: drive but can read - how can you help them - discuss nervousness with disability. - Kidshealth article on special needs read aloud. - Discuss how to help and how helping shows character traits. - kidshealth article In the band: Jen's story read aloud. - How did students demonstrate character and which traits? - Wrap up in story: how did attitude help or hurt a person? What did people assume about Jens were they correct? - Summary and review questions.	Student responses to summary and review questions
Differentiation: Flexible grouping		
Resources Provided: - Articles - Note sheets		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Fill Up the Bag Time Frame: 1 class periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Websites

Equipment Needed: "Have You Filled a Bucket Today?" By Carol McCloud (Nelson Publishing & Marketing, 2007), Sand bucket

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how core ethical values are important.	Lesson Sequence - Write respect, responsibility and caring on board. - With partner , discuss meaning of words and then discuss with new partner - see if similar discussions. - Show class a large sand bucket and solicit ideas from students about what it is and why the teacher has it. After interest has built, the teacher will read "Have you Filled a Bucket Today?" to the class. Questioning and class discussion will take place throughout reading. • Does everyone in our class carry an invisible bucket? - How can you tell if someone's bucket is empty or full? • How do you feel when your bucket is empty? Full? What can we do here, in our class and school, to make sure that everyone's bucket is full? - Respectful bucket filler vs. bucket dipper. - Bag filler activity compliments. - Summary and vocabulary questions and review.	Student responses to summary questions and vocabulary.



Differentiation: Flexible grouping

Resources Provided:

- Pipe cleaners
- Compliment forms
- Paper bags



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Character Development
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health Grade Level: 3rd Unit Title: Safety

Unit Summary: Students will develop ways to reduce/prevent common accidents and injuries that occur during the school and home setting.

Primary Interdisciplinary Connections:

[21st Century Themes](#) ☐ Creativity & Innovation ☒ Critical Thinking & Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life & Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students need to understand safe environments where students can thrive and be successful. Students need to recognize risk factors that affect safety.

Learning Targets

Standards: 2.1 Personal and Mental Health
2.3 Safety
8.2 Computer Science and Design Thinking
9.4 Life Literacies and Key Skills

Content Statements:

Social and Sexual Health:

2.1 SSH: People in healthy relationships share thoughts and feelings, as well as mutual respect.

Safety:

2.3 PS: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

Interaction of Technology and Humans:

8.2 ITH A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.

Digital Citizenship:

9.4 Digital identities must be managed in order to create a positive digital footprint.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.4 D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4 D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
8.5.1 A	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Unit Essential Questions:

- What can I do to avoid or reduce health risks?



- How can I make good decisions and stay healthy?
- What do I need to know to make good decisions and stay healthy?

Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.
- Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and ones quality of life.

Unit Learning Targets:

Students will...

- Determine characteristics of safe and unsafe situations and ways to reduce risk.
- Identify unsafe behaviors in vehicles, pedestrians and other modes of transportation.



Evidence of Learning

Summative Assessment: test, quiz

Equipment Needed: Student presentation of project

Teacher Resources:

Formative Assessments:

- Student responses homework
- Student responses to summary review questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Ways to be safe	1 class period
Lesson 2 Signs	1 class period
Lesson 3 Home Safety	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

brainpop.com

brainpopjr.com

youtube.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Ways to be Safe Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology: Projector/laptop

Equipment Needed: projector/laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine safe and unsafe situations and how they can affect health.	Lesson Sequence - Discussion of safety - ways safe at home, water, sun, bike. - Articles kidshealth.org water, sun, bike safety. - Go over articles stressing safe vs. unsafe situations in each area and consequences. - Watch videos on safety and fill out a questionnaire: http://www.youtube.com/watch?v=iNO18rEMR1o water safety video, http://www.youtube.com/watch?v=TvPZ3LOwxYg bike helmet rap, http://www.youtube.com/watch?v=21FUxIbwl38 sun safety video - Go over the questionnaire and the students self grade partners sheet. - With a partner, discuss 3 ways to be safe in each situation: collect, video sheet.	- Student responses to the video sheet. - Student responses to 3 ways questions.
Differentiation: Leveled activities		
Resources Provided: - Note Sheets - Question sheets		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Signs Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life & Career Skills ☐ Communication & Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology: brainpopjr.com

Equipment Needed: Images of Safety signs found in school, town, sign worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain common signs and how understanding the signs impacts wellness.	Lesson Sequence - Students with tables identify signs as shown on board - record with table. - brainpopjr.com safety signs video - discuss importance at any age of understanding safety signs. - Activity sheet/clipboard per child walk through school/around school and record signs and meanings. (brainpop.com signs activity) - Review signs sheet collect. - brainpop.com talk about it signs activity as group work to complete a worksheet. - Discuss how understanding signs impacts wellness and the importance of using signs safely.	Collected signs sheet.
Differentiation: Signs from other countries		
Resources Provided: Packet for worksheets		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Home Safety Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology: Brainpop.com

Equipment Needed: Laptops, Harcourt Textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List safety rules for using electricity and household products. - Identify kitchen safety rules.	Lesson Sequence - Textbook per child, show electrical cord that is cracked and worn out and one that is safe - students discuss differences and how safety can be effected at home because of cord. - Pg. 130 read with a partner and go over the safety chart electricity and have students come up with one rule to add to the chart list rule on board and discuss. - Kitchen safety pg 131 read aloud and go over Did You Know on page. - Review food safety previous knowledge and pg 131 science of germs - quick activity section pg 131. - Safety video http://www.youtube.com/watch?v=Veyv2lFc_Fk project on board - Quick study activity book pgs 26-27 collect responses, Homework choose leveled response from pg 133.	- Activity book pgs 26-27 responses. - Leveled activity responses pg 133.
Differentiation: Leveled activity		
Resources Provided: - Laptops - Work packets		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson Strongly, Moderately or Weakly meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x	☐	☐
Allow for student choice	☐	x	☐
Provide scaffolding for acquiring targeted knowledge/skills	x	☐	☐
Integrate global perspectives	☐	x	☐
Integrate 21st century skills	☐	x	☐
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	x	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x	☐	☐
Are varied to address different student learning styles and preferences	x	☐	☐
Are differentiated based on student needs	☐	x	☐
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	x	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☐	x	☐
Provide opportunities for student reflection and self- assessment	x	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	x	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 3rd	Course Title: Safety
Created: Steven Griffiths, Lindsay Stearns		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
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
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- 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
- Set and post class rules
- Chart progress and maintain data



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Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.