



Springfield Public Schools
Springfield, New Jersey 07081

Health Grade 5

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
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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Michelle Calas
School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

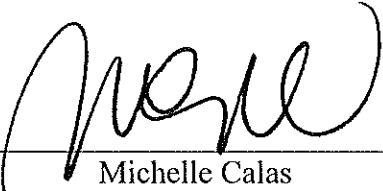
To adopt the following curriculum and courses for the 2022-2023 school year:

- 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: 5th	Unit Title: Health Services and Information
Unit Summary: Students will gain knowledge in what goes into reliable health resources and how data is used to assess wellness. Students will develop an understanding that there are many sources available to use for health issues. Primary Interdisciplinary Connections: 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 be able to evaluate health resources and communicate health concerns in the 21st century.		

Learning Targets

Standards: 2.1 Personal and Mental Health 9.4 Career Readiness SEL PK-12	
Content Statements: HE 2.1.5.CHSS - Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. TECH.9.4.2.IML - Digital tools and media resources provide access to vast stores of information that can be searched. SEL.PK-12.4 - Responsible Decision-Making	
CPI#:	Cumulative Progress Indicator (CPI):
2.1.5.CHSS.1	Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
Unit Essential Questions: • Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but why do many people struggle to be healthy? • Why is it so difficult for some people to access healthcare? • How do you know when you need help?	



- What's more important: prevention or cure?

Unit Enduring Understandings:

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

Unit Learning Targets:

- Students will determine the validity and reliability of health resources.
- Explain health issues that need support from an adult/health professional.
- Explain how data is used to assess wellness.

Evidence of Learning

Summative Assessment: Project

Equipment Needed: Worksheets

Teacher Resources: websites, laptop

Formative Assessments:

- Homework
- Worksheets

Lesson Plans

Lesson	Time Frame
Lesson 1 What is Literacy	40 minutes
Lesson 2 Data	40 minutes
Lesson 3 Health Resources	40 minutes

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://nnlm.gov/outreach/consumer/hlthlit.html>

<http://www.mathsisfun.com/data/data.html>

http://www.biology4kids.com/extras/video/study_datavARIABLE.html



Lesson Plan 1 Template

Content Area: Health Lesson Title: Literacy Time Frame: 40 minutes

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: Handouts, Worksheets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain what it means to be health literate. • Explain what makes a valid resource.	Lesson Sequence • Project website: http://nnlm.gov/outreach/consumer/hlthlit.html on board and discuss topics on page and review major details. • Groups of 4 will review kidshealth.org article <i>What Kids Say About Their Health</i> and read the article with partners. • Discuss each section <i>Steps to Health Literacy, KidsHealth Asked Kids, Do You Understand? Kids Want to Know, What's a KidsPoll?</i> Review highlights in each section. • Students will discuss why/why not kidshealth.org is or isn't a valid resource. • Kidshealth.org Health I.Q. quiz using ABCD letters projected on board. • Wrap up questions about health literacy.	• Student responses to wrap up questions.
Differentiation: Flexible grouping		
Resources Provided: Articles, laptops		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Data 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: Projector, Worksheets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how data is used to assess wellness and health issues.	Lesson Sequence • Students sit in tables by interest areas; math, science, health - In math what does the data mean? In science what does data mean? Students brainstorm responses by table; each table gives responses. • Project on the whiteboard, http://www.mathsisfun.com/data/data.html data in math and review scientific method, previous knowledge, and what is data? http://www.biology4kids.com/extras/video/study_datavvariable.html • How would data be used in health table discussion responded by 1 person - Health Data uses both methods. Students discuss data collected in school dealing with health and how it is used to assess wellness. • Students list on a whiteboard all topics that come to mind in school. • Go over a fitnessgram, nurse vision, height/weight and hearing testing per year. What does this data tell us and	• Student responses on a worksheet about data.



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	how does it help improve wellness students discuss? • Students fill out a worksheet questions on data.	
Differentiation: Interest groupings		
Resources Provided: Worksheets, laptops		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Issues Time Frame: 40 minutes

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: Projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain where to go for health related issues that need support.	Lesson Sequence - Discuss health problems that are large and health problems that are small with students. Issues can be physical, social, or emotional - Pair up students randomly, each pair will list 3 problems, 1 in each category, and list on board. - Students will review resources available in school and community to help with problems- Springfield schools, and township websites. - Students will use Kidshealth.org <i>What kids Say About Health</i> project articles from previous lesson sections. Kidshealth asked students to read survey results and discuss the section. Students respond to questions in the section. - Why TV, Internet and friends may not be the best resources. - Wrap up questions, go over hw matching sheet.	- Student responses to wrap up questions. - Homework matching sheet for health related items and where the best area of support is found.



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Differentiation:

- Leveled worksheets

Resources Provided:

HW sheet, 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: Health Services and Information
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 5th	Unit Title: Relationships
Unit Summary: Students will be shown how relationships may change overtime and strategies to resolve relationship problems. 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 are put into an ever changing familial and friendship situation as they grow up. Understanding these changes can make conflict resolution easier.		

Learning Targets

Standards: 2.1 Personal and Mental Health 9.4 Career Readiness SEL PK-12	
Content Statements: HE 2.1.5.SSH People in healthy relationships share thoughts and feelings, as well as mutual respect. Family members impact the development of their children physically, socially and emotionally TECH.9.4.2.GCA Individuals from different cultures may have different points of view and experiences. SEL.PK-12.5 Relationship Skills	
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.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others



Unit Essential Questions:

- How does your family influence the adult you will become?
- Why is it so hard to have healthy relationships?
- How do you develop and sustain relationships over time?

Unit Enduring Understandings:

- Relationships are the connections people have with each other.
- The family provides the first opportunity for a person to develop relationship skills.
- Every family is different but all families provide the foundation for future relationships.
- As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.

Unit Learning Targets:

Students will...

- Compare/contrast how families may change overtime.
- Explain a healthy friendship/relationship.
- Demonstrate successful resolution of a problem among friends.

Evidence of Learning

Summative Assessment: 1 day take home test

Equipment Needed: Worksheets

Teacher Resources: Harcourt textbook

Formative Assessments:

- Daily Worksheets
- Harcourt Activity Book pg 4 *Conflict Resolution*

Lesson Plans

Lesson	Time Frame
Lesson 1 Changes/Responsibilities	40 minutes
Lesson 2 Healthy Relationships	40 minutes
Lesson 3 Resolution	40 minutes

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: Brainpop.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Changes/Responsibilities Time Frame: 40 minute

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: Worksheets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify changes families experience. - Explain how responsibilities change as they mature.	Lesson Sequence - Students will complete a worksheet on changes families go through and responsibilities that change over time. Pages 322/323 <i>Changes That Students Go Through</i>. - Review <i>Dealing With the Change</i> section and read aloud with partner 324/325. <i>Changes Families Go Through</i> and <i>What May Be Difficult</i>; review health literacy where to go for help with feelings or changes in families. <i>Family Responsibilities/Relationships</i> and <i>Role in Families</i>: Complete definitions of families and fill in with partners. Students will then review and correct responses.	Collected worksheets



- Quick activity section pg 325 with partner and discuss critical thinking section pg 325.
- Volunteering and how it shows responsibility - Review opportunities to volunteer in the Springfield community.
- Pg 325 summary and review questions record on worksheet.

Differentiation: Flexible groupings

Resources Provided:

- Worksheets
- Textbook
- Laptops



Lesson Plan 2 Template

Content Area: Health Lesson Title: Healthy Relationships Time Frame: 40 minutes

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: Barinpop.com

Equipment Needed: Harcourt textbook, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain/describe ways to keep a healthy friendship. ● Explain how cliques affect kids. ● Explain how to help someone who is being bullied.	Lesson Sequence ● Students will complete 1 worksheet packet per child -random 4 partners and list on worksheet 1-4 names next two lessons. ● 1 Harcourt textbook per group. ● With a partner, students will discuss what makes a healthy relationship and list on white board people who students have a relationship with. ● <i>Kids talk</i> about siblings lessons and <i>Getting Along With Brothers and Sisters</i> articles. Students will respond to worksheet questions. ● <i>What Makes a Healthy Friendship with a Partner</i> and discusses accompanying <i>Kids talk</i>. Students will complete the worksheet. ● Partner 3 <i>Clique</i> article. Students will read and discuss where students have seen cliques and complete the worksheet.	● Collected worksheets



- Partner 4 *Bullying* and how it can be physical, or verbal . Students will discuss situations where they may have seen bullying. Students will review *Dealing With Bullies* article and *Kids talk* about bullying lessons and complete a worksheet.
- How to help someone being bullied and How do I help a kid who's bullied.
- Wrap up with relationships who have them with, cliques, bullying and how to keep a relationship healthy.

Differentiation: Random grouping

Resources Provided:

- Laptops
- Worksheet packet



Lesson Plan 3 Template

Content Area: Health

Lesson Title: Resolution

Time Frame: 40 minutes

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

Equipment Needed: Worksheets, articles, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate how to resolve a problem with friends.	Lesson Sequence - Students will respond to managing conflict articles. - Students will review what type of conflicts do 5th grade students deal with projected on the white board? - With a partner, students will respond to pg 30 <i>Motivates</i> section. - Read Self pg 30 and resolution steps 1/2 go over the list of situations on board when used. - Pg 30 critical thinking questions discussed with table 1 response per table. - Pg 31 read self and resolution steps 3/4. - Handout activity book pg 4 resolve conflict and pick situation A/B. Students will match up with a partner and review the same situation. A/B will fill out how the individual would solve then compare with what partner filled out. Check to see that all steps followed. - Collect papers.	Activity book pg 4 responses.
Differentiation: Interest choice, Leveled Groups		
Resources Provided:		



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- Harcourt Books
- Worksheets
- 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: 5th	Course Title: Relationships
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 5th	Unit Title: Nutrition
Unit Summary: A healthy diet is needed for growth, energy, and good health. A variety of food is needed to get the required nutrients for healthy living. 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: Students must have the knowledge and the skills that enable them to make choices that lead to a nutritious diet and overall health.		

Learning Targets

Standards: 2.2 Physical Wellness 9.4 Career Readiness SEL PK-12	
Content Statements: 2.2.5.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. 9.4.2.IML Digital tools and media resources provide access to vast stores of information that can be searched. SEL.PK-12.2 Self Management	
CPI#:	Cumulative Progress Indicator (CPI):
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
Unit Essential Questions: - How are food choices influenced by culture and tradition? - What role does family, peers, and the media have on food choices? - How has technology strengthened our knowledge of nutrition?	



Unit Enduring Understandings:

- Making healthy eating choices is an important part of personal wellness.
- There are many factors that influence food choices.
- Food choices and eating patterns can impact health.

Unit Learning Targets:

Students will.... -

- Determine factors that influence food choices
- Summarize benefits and risks associated with eating patterns.

Evidence of Learning

Summative Assessment: 1 day take home quiz

Equipment Needed: Worksheets

Teacher Resources: Kidshealth.com, Brainpop, Harcourt Textbook

Formative Assessments:

- Happy healthy eating content worksheets
- Online flowcharts

Lesson Plans

Lesson	Time Frame
Lesson 1 Food Sources	1 class period
Lesson 2 Food Choices	1 class period
Lesson 3 Happy Healthy Eating	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 nutrition center

Learntobehealthy.org physical activity and nutrition



Lesson Plan 1 Template

Content Area: Health Lesson Title: Food Sources 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: Kidshealth.com

Equipment Needed: Worksheet, Harcourt books, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify food sources. - Identify nutrients and where sources come from.	Lesson Sequence - Vocabulary and Harcourt book per student. Pg 60 motivates and critical thinking section with students. Give discussion time. - With partners, students will read alternating paragraphs pg 61, 62. - Students will review the <i>How To Teach</i> section on pg 62 and the critical thinking section and students will discuss with partners. - Health background section pg 61, students will discuss with class then change partners and read alternating paragraphs on pg 63. <i>Nutrients</i>: Students will review and complete worksheets, review and discuss overshoot answers summary and review questions pg 63.	Student responses to summary and review questions.



Differentiation:
Flexible grouping

Resources Provided:

- Worksheets, textbooks, laptops



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Food Choices	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: Science, Guidance		
Integration of Technology: website kidshealth.org		
Equipment Needed: laptops 1 per 2 children, harcourt books		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how family, friends and culture affect food choices. • Explain how health, seasons, emotions and knowledge affect food choices.	Lesson Sequence • Using one book per child paired with a partner and 1 laptop per group, students will look up a world map on a laptop - pg 88 motivates the section to discuss how different areas of the world have different diets. • With a partner, students will alternate reading on pg 89-91 and discuss visuals. • Students will complete worksheets on personal family diet and culture. • Students will review the cost and price on pg 91 about the effect on food. • Partners will read pg. 92/93/94 fill out worksheets on seasons, emotions and food literacy. • kidshealth.org go to <i>Nutrition and Fitness Center</i>, and <i>Eat Like a Pro</i> section to read and discuss	• Homework- finish worksheet from kidshealth.org eat like a pro.



	with partner and finish the worksheet for homework.	
Differentiation: Flexible grouping		
Resources Provided:		
Worksheets, laptops, books, laptops		

Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Happy Healthy Eating	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: Science		
Integration of Technology: Myplate.com		
Equipment Needed:		
Projector, worksheets, laptops		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain MyPlate. - Explain the benefits and problems with different eating practices. - Be introduced to careers in the food industry.	Lesson Sequence - Students will complete a worksheet with vocabulary. - Review and discuss differences between food pyramids and MyPlate. - Review and discuss definitions of boosters, buddies and builders (3B's) and nutrients. - Show dvd and students will fill in 8 bubbles on the worksheet on how portions and 3 b's keep healthy. - Discuss food industry jobs seen in video. - Collect worksheets.	Collected worksheets.



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Differentiation:

Resources Provided:

- Worksheets, 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: 5th	Course Title: Nutrition
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health Grade Level: 5th Unit Title: Social and Emotional Health

Unit Summary: This unit will assist students in developing the skills, attitudes and values to gain the skills for social and emotional health.

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: Social and emotional health is the ability to understand, manage, and express the social and emotional aspects of an individual's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development that occur throughout one's life.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Career Readiness
 SEL PK-12

Content Statements:

2.1.5.EH - Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

9.4.2.DC - An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

SEL.PK-12.2 Self Management

CPI#:	Cumulative Progress Indicator (CPI):
HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
HE.3-5.2.1.5.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).
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



Unit Essential Questions:

- How can you learn to like yourself and others?
- How do my health choices affect personal wellness and the wellness of others?
- How does a person learn to appreciate themselves and others?

Unit Enduring Understandings:

- Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.
- Individuals need to express themselves in ways that are both healthy and responsible.
- Personal choices and behaviors affect current experience and long-term outcomes for individuals, families and society

Unit Learning Targets:

Students will....

- Examine factors that support social and emotional health
- Make recommendations on how to resolve incidents of conflict
- Compare ways individuals and families cope with stress, change.

Evidence of Learning

Summative Assessment: 1 day take home quiz

Equipment Needed: Laptops, Textbooks, Worksheets

Teacher Resources: websites, laptop

Formative Assessments:

- Power of Me learntobehealthy.org
- Post test learntobehealthy.org

Lesson Plans

Lesson	Time Frame
Lesson 1 Living with loss	40 minutes
Lesson 2 Resolving conflict	40 minutes
Lesson 3 Dunk 'Em	40 minutes

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:

Learntobehealthy.org

Kidshealth.org

Lesson Plan 1 Template



Content Area: Health	Lesson Title: Living with loss	Time Frame: 40 minutes
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: Learntobehealthy.com Brainpop.com		
Equipment Needed: Worksheets, laptops		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain ways that families, individuals and communities cope with crises.	Lesson Sequence - Using one worksheet per child, students will brainstorm with their tables what the term "loss" means and ask for responses. - Review and discuss the worksheet vocabulary on how change, loss and death are all natural and inevitable parts of the life cycle. Explain the difference between loss and grievous loss on a worksheet - Grievous loss makes people feel hurt, angry or sad. - Small groups will brainstorm as many losses as possible and record on paper given to the group - the group recorder will select 3 and write on board.	- Student responses on homework. - Student responses to wrap up questions.



- Discussion questions –
What losses listed do you think would be the hardest to cope with? –
What losses might have a positive side to them? –
What losses would be hard to talk about in public?
- How do communities and families deal with loss that they have heard of?
For example: Hurricane Sandy, in literature: Charlotte's Web.
- Worksheet HW assignment: find a student choice that describes a loss and respond to questions on the worksheet.
- Wrap up questions on a vocabulary sheet.

Differentiation:

- Student choice groups / worksheets

Resources Provided:

- Worksheet, laptops



Lesson Plan 2 Template

Content Area: Health Lesson Title: Resolving Conflict Time Frame: 40 minutes

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: Laptops

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how their responses affect social and emotional feelings.	Lesson Sequence - Students will partner and use on laptop per child and log into <i>Kidshealth.org: What Kids Say About Arguing</i> articles read aloud. - With a partner, students will discuss 3 ways to resolve conflict and if students ever tried one of those strategies and if it worked. What was the situation? Ask for student examples. - Students will use vocabulary sheets and review a <i>kidshealth.org</i> story about self esteem with a partner and discuss how good and bad decisions affect self esteem. - Using one worksheet per child students will begin a <i>learntobehealthy.org</i> project: <i>Stealth Health Carnival</i> and the 5 scenarios dealing with incidences of conflict. Students will record responses on a worksheet on how to reduce incidences and resolve conflict. - Go over responses and collect worksheets.	Collected worksheets
Differentiation: Flexible grouping		



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Resources Provided:

- Laptops
- Worksheets



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Dunk 'Em	Time Frame: 40 minutes
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: Web based activities		
Equipment Needed: Laptop, Projector, Worksheet		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how their responses to crises help their social and emotional well being.	Lesson Sequence - Teacher will review decision making with students to explain decisions made every day. - Students will record 3 difficult decisions they have made in the past week. - Students will review and discuss how these decisions impact self esteem and what situations for decisions may be harder than others. - Reviewing vocabulary sheets, students will need to understand vocabulary for the next activity. - Explain <i>learntobehealthy.org dunk 'em activity</i>. - Wrap up questions on lesson terms and homework will include a family practice handout.	- Student responses to wrap up questions. - Family handout homework.
Differentiation: - Leveled worksheets - Leveled Grouping		
Resources Provided: - Laptops - 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: 5th	Course Title: Social and Emotional Health
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health

Grade Level: 5th

Unit Title: Safety

Unit Summary: Students will learn the most common causes of injury and how to prevent them, as well as when and how to use basic first aid. Students will also learn the different forms of abuse and where to get help if abuse occurs.

Primary Interdisciplinary Connections:

[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: In understanding how to prevent and use first aid for injuries students will become more independent. Students need to understand the forms of abuse and who they can go to if they feel abuse occurs.

Learning Targets

Standards: 2.3 Safety

9.4 Career Readiness

SEL PK-12

Content Statements:

2.3.5.PS Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. There are strategies that individuals can use to communicate safely in an online environment.

9.4.2.DC Individuals should practice safe behaviors when using the Internet.

SEL.PK-12.4 Responsible Decision-Making

CPI#:

Cumulative Progress Indicator (CPI):

HE.3-5.2.3.5.PS.1

Develop strategies to reduce the risk of injuries at home, school, and in the community.

HE.3-5.2.3.5.PS.2

Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

HE.3-5.2.3.5.PS.4

Develop strategies to safely communicate through digital media with respect.

TECH.9.4.2.DC.3

Explain how to be safe online and follow safe practices when using the internet

SEL.PK-12.4.2

Identify the consequences associated with one's actions in order to make constructive choices

Unit Essential Questions:

- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves and others?



Unit Enduring Understandings:

- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will.... -

- Summarize common causes of intentional/unintentional injury
- Explain what to do if abuse is suspected or occurs
- Summarize components of traffic safety
- Assess when to use basic first aid

Evidence of Learning

Summative Assessment: 1 day take home quiz Planning for Safety Harcourt Activity Guide

Equipment Needed: Harcourt worksheets

Teacher Resources:

Formative Assessments:

- Post-test learntobehealthy.org Power of Me

Lesson Plans

Lesson	Time Frame
Lesson 1 Step Right Up	40 minutes
Lesson 2 Staying Safe	40 minutes
Lesson 3 Rule the Road	40 minutes

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:

Learntobehealthy.org Power of Me

Kidshealth.org

Brainpop.com

<http://www.cdc.gov/HealthyYouth/injury/pdf/facts.pdf>

<http://www.nyc.gov/html/dot/downloads/pdf/safetyquiz.pdf>



Lesson Plan 1 Template

Content Area: Health Lesson Title: Step Right Up Time Frame: 40 minutes

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: Learntobehealthy.org

Equipment Needed: Laptops 1 per two students

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define bullying. • Recall effects of bullying. • Explain decisions related to bullying abuse to report, support or stand up.	Lesson Sequence • Worksheet with vocabulary will be passed out.. • With a partner, students will share a time when they had to confide in an adult about something another student did. Students will discuss what happened. • How do you respond when feeling hurt? Discuss with a partner. • With another partner tell of a time you saw someone being bullied. Have you ever been bullied? What did you do about it? • Go over vocabulary. • <i>learntobehealthy.org Step right up</i> activity with 3rd partner go through e-activity four scenarios. • Discussion on the effects of abuse by bullying. • After discussion, students will participate in carnival games on each scenario and who to go to, or what to do. • Worksheets: answer wrap up questions and check for understanding.	• Responses to wrap up questions.



Differentiation: Flexible groupings

Resources Provided:

- Worksheets
- Laptops

Lesson Plan 2 Template

Content Area: Health

Lesson Title: Staying safe

Time Frame: 40 minutes

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: kidshealth.org

Equipment Needed: Laptop 1 per pair of students

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the most common causes of unintentional and intentional injuries in children. • Explain ways to prevent injuries.	Lesson Sequence • With a partner, students will review <i>kidshealth.org</i> <i>baseball injuries quiz</i> and alternate responses how many are correct. • Teacher will pass out a worksheet for each student. With a partner, students will discuss if they have ever been seriously injured and review how it happened and if it could have been prevented. • The class will review a CDC article on common injuries in youth and see how many students match up. • Students will discuss intentional injuries and how they are different. What are the most common injuries amongst youths? • Students will log onto <i>kidshealth.org</i> with a partner and go to the <i>Stay Safe Center</i> to search	• Student responses to worksheet and wrap up questions.



	for responses to questions on the worksheet. • Go over responses to the worksheet and wrap up questions on prevention of injuries.	
Differentiation: • Leveled worksheets • Leveled groupings		
Resources Provided: • Laptops, worksheets		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Rule the Road	Time Frame: 40 Minutes
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:		
Integration of Technology:		
Equipment Needed: Worksheet and Articles per student		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain traffic safety. • Explain how it is an individual's responsibility to make the road safe.	Lesson Sequence • Street sign papers - have students identify and color in the signs with appropriate color from word bank. Review and show answers. • Bike safety signals right, left and stop hand signals. Teacher will ask students to identify from paper. • Bike, car and bus safety is an individual's choice to follow or not follow rules of the road. If I do not follow the rules of the road there can be severe consequences. Students will review <i>brianpop.com</i> video on bike safety and injuries go over injury stats. • Students will log onto <i>kidshealth.org</i> and review articles on bike safety. Students with partners alternate reading and answer questions on the worksheet - Review responses. • Students log onto <i>kidshealth.org</i> article <i>Busing</i>. Read with a new partner and answer questions - Review responses. • Conclude responses with: http://www.nyc.gov/html/dot/downloads/pdf/safetyquiz.pdf traffic quiz review answers, collect worksheets.	• Student responses on traffic quiz.
Differentiation: Flexible grouping		
Resources Provided:		



- Worksheets
- Articles

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: 5th	Course Title: Safety
Created: Steven Griffiths, Lindsay Stearns		Board Approved on:



Unit Overview Template

Content Area: Health Grade Level: 5 Unit Title: Diseases/Health Conditions/Medicines

Unit Summary: Students will Develop an understanding of common diseases in adolescence and what can be done to treat, prevent and help these diseases in the community. Students will identify how to use OTC and prescription medicines properly.

Primary Interdisciplinary Connections: None

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

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

Unit Rationale: This unit will...help students to understand conditions that may impact their health as they become older and how these diseases are treatable and detectable. More importantly, students need to understand how their actions and understanding of disease will impact their health.

Learning Targets

Standards: 2.3 Safety
 9.4 Career Readiness
 SEL PK-12

Content Statements: HE.3-5.2.3.5.HCDM - There are actions that individuals can take to help prevent diseases and stay healthy.
 9.4.5.CI - Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
 Social/Emotional Learning: 12.3 Social Awareness

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 HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- What is the difference between communicable and noncommunicable diseases?
- How are diseases prevented?



- 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:

- Precautionary measures can be used to prevent disease.
- Personal choices impact current and long term outcomes on individuals, family and society.
- Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Compare and contrast short and long term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Compare information on OTC and prescription medicine.

Evidence of Learning

Summative Assessment: test, quiz

Equipment Needed: Laptop

Teacher Resources: Brainpop.com - animal alert

Formative Assessments:

- Classwork
- Teacher Observation
- Homework
- Student responses to summary and review questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Common Illnesses	1 class period
Lesson 2 OTC vs. Prescription	1 class period
Lesson 3 Public Health and Jobs	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

Edpuzzle.com



Lesson Plan 1 Template			
Content Area:	Health	Lesson Title:	Common Illness
		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: Science, Nursing, Guidance			
Integration of Technology: Brainpop.com			
Equipment Needed: Harcourt Textbook Per Child, 1 dry erase folder/pen per table, response wrap up question papers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify common illnesses that occur in adolescence and ways to avoid disease. - Identify differences in communicable and noncommunicable disease.	Lesson Sequence - Using one textbook per child, students will list on the white board the signs/symptoms of the flu. Teacher will ask students to discuss and identify the illness. - Read pg 190 in textbook <i>Communicable vs Noncommunicable Disease</i>. With their table group, students will brainstorm diseases and identify if they are communicable vs. noncommunicable; discuss and share. - How diseases can be inherited - page 191 - how this can happen and what do the students know? - Students will review Universal precautions on	Student responses to wrap up questions High/Medium/Low listed below - write response.



	page 192 - tobacco-lifestyle - washing hands. • Disabilities - can disabilities be communicable? How to treat others that may have a disability.	
Differentiation: High- pose question - Two children next door have diabetes. Explain to your little brother why he can't catch diabetes and how his behavior might affect the children. Medium - pose question - Some people dislike sports. In what other ways can they be active to reduce their risks of becoming ill? Low- Fill in blank - There are two types of disease. A _____ disease can be passed from person to person. A _____ disease cannot. One factor that can increase your chances of getting a disease is _____, or the passing of characteristics from parents to their _____. You _____ also affects your chances of getting certain diseases.		
Resources Provided: • Folders/dry erase pens • Books/Pencils		



Lesson Plan 2 Template				
Content Area:	Health	Lesson Title:	OTC vs. Prescription	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: Science				
Integration of Technology: Projector (images of sealed bottle, medicine label, drug facts label, finished venn diagram) - Edpuzzle				
Equipment Needed: Worksheets				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define over-the-counter (OTC) medicines and prescription medicines. - Understand the similarities and differences between OTC medicines and prescription medicines. - Define how to responsibly use medicine.	Lesson Sequence - Teacher will lead classroom discussion on symptoms they have had when not feeling well. Ask students to share what happens when they get sick. - Class will discuss how there are many different ways that doctors treat illness and how medicines fall into two categories; OTC and prescription. Students will define the 2 categories - brainstorm medicines and place them into 2 categories on board - watch OTC medicines dangers. - Project Tylenol bottle and dosing device on board,	Venn diagram student responses.



and review medicine label and drug facts label.

- Students think of time when they needed to take medicines safely both OTC and prescription. Who can answer questions about medicines and how they are misused and abused. (what are the dangers)
- Students will use one Venn diagram per student to list the differences of OTC and Prescription medications. Students will write 7 statements on paper. These student statements are:
 - children use only with permission of trusted adult, only used by a person
 - who the medicine was ordered for, prescribed by doctor for one person, medicine label must be read and followed, can buy in CVS, dangerous to misuse or abuse, only a healthcare professional can answer questions about this medicine - fill in individually and project venn diagram responses on board - collect papers.



Differentiation:

Identify prescription vs OTC challenge sheet (from labels)

Resources Provided:

- Worksheets/Pencils



Lesson Plan 3 Template			
Content Area:	Health	Lesson Title:	Public Health
		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: Science			
Integration of Technology: Laptops - kidshealth.org			
Equipment Needed: Laptops - worksheets			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify/explain how public health strategies help to limit disease.	Lesson Sequence - Present the following discussion questions to the class - What can you do to protect yourself from getting a cold or the flu? Are colds contagious? Is the flu contagious? How can you avoid getting sick - what do you know from school/home? Give each student a viral message handout. - Explain to students - It's that time of year again: flu season. Your local radio station, Springfield News, needs your class to get the news out about how kids can protect themselves from the flu. First, go to <i>KidsHealth.org</i> and read all about the flu,	- Finished PSA homework. - Responses to closure questions.



especially about prevention methods and immunizations. With a partner, students will write a short public service announcement (PSA) using the “Viral Messages” handout from *Kidshealth.org* as a guide. Write your PSA, then time yourself reading it to keep it less than 30 seconds long. Make sure you use some catchy phrases so kids will remember your message.

- Pair students up 1 laptop per group.
- KidsHealth.org/en/kids/center/flu-center.html
- Homework is a PSA.

Differentiation:

High - Create a PSA powerpoint outline flu-treatment and prevention

Resources Provided:

- laptops
- Viral messages handout



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 connection 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 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:	5	Unit Title:	Diseases/Health Conditions/Medicines
Created:	Steve Griffiths, Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Health	Grade Level:	5	Unit Title:	Alcohol/Tobacco and Other Drugs
Unit Summary: 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. In having students develop a position on drug use students can impact their health and wellness of others. 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 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.				

Learning Targets

Standards:	HE 3-5 2.3.5 Safety 9.4 Career Readiness SEL PK-12
Content Statements:	2.3.5 ATD The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. 9.4.5.CI - Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Social/Emotional Learning: 12.3 Social 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.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs , and non-prescribed cannabis products.
2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



Unit Essential Questions:

- Why do people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others?
- Why is it so difficult to educate people about risky behaviors?
- What are the harmful effects of alcohol, tobacco, and other drugs (such as physical, mental, social, and legal consequences)?

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.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards keeping one safe.
- It is important to know and practice healthy alternatives to alcohol, tobacco, and other drugs.

Unit Learning Targets:

Students will....

- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and incidence of disease.
- Compare the effect of laws on smokers and nonsmokers.
- Develop a position about smoking based on laws to inform peers.

Evidence of Learning

Summative Assessment: 1 day Position Point

Equipment Needed: laptops

Teacher Resources: websites

Formative Assessments:

- Classwork
- Teacher Observation
- Homework
- Student responses to summary and review questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Classification	1 class period
Lesson 2 Tobacco/Vaping	1 class period
Lesson 3 Physical, Emotional, Mental	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:

Brainpop.com

Kidshealth.com



Edpuzzle.com

Lesson Plan 1 Template

Content Area:	Health	Lesson Title:	Classification	Time Frame:	1 class period
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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, guidance

Integration of Technology: Brainpop.com, Edpuzzle.com

Equipment Needed: Laptop/worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the system of drug classification. - Identify how each category affects the body.	Lesson Sequence - Teacher will pair students up and place them around the classroom to find scavenger hunt clues around the room on red paper - clues have drug classification categories and information - 1 worksheet per pair. (choice to work alone) - Students travel to clues and then back to <i>kidshealth.org</i> and <i>brainpop.com</i> to find information about the category and how it impacts the human body - fill in response on worksheet - Homework differentiation sheets.	- Completed scavenger hunt sheet. - Homework differentiation assignment.
Differentiation: High - Paragraph on classification and impact on body, Medium - Legal and legal drugs (3) that may be found in 2 categories of choice , Low - Venn diagram similarities and differences of 2 categories.		



Resources Provided:

- Worksheets
- Laptops

Lesson Plan 2 Template

Content Area: Health	Lesson Title: Tobacco/Vaping	Time Frame: 1 class period
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Lesson Components

[21st Century Themes](#)

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

[21st Century Skills](#)

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

Interdisciplinary Connections: Science, guidance

Integration of Technology: Brainpop.com, Edpuzzle.com

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Identify use of tobacco and disease. ● Explain the difference between tobacco and vaping. ● Identify laws in NJ on vaping and tobacco use.	Lesson Sequence ● On white board students will complete whip around question - What do you know about tobacco or vaping and record responses on board. ● Why is it important to understand the differences and what are the laws in NJ on tobacco usage and Vaping? Why are laws hard to enforce ? Teacher will project NJ laws on board. ● With a partner, students will log onto <i>kidshealth.org</i> and read the article <i>What Kids Say About: Tobacco and Smoking Stinks! (for Kids)</i> article and video - Teacher led discussion of video. ● Vaping article <i>Kidhealth.org</i> read with partner - teacher led discussion effects on the body.	● Collected Venn diagrams.



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| | <ul style="list-style-type: none">• Venn diagrams: Students will fill out with partners Tobacco(smoking) vs. Vaping collects venn diagrams discussing what students put in their circles. | |
|--|---|--|

Differentiation: Leveled activities

Resources Provided:

- Laptops, worksheets



Lesson Plan 3 Template				
Content Area:	Health	Lesson Title:	Physical, social and mental impacts	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: Science/Guidance				
Integration of Technology: Brainpop.com, Edpuzzle.com				
Equipment Needed: Laptops, worksheets				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain/identify impact of tobacco and vaping on wellness.	Lesson Sequence - Using one worksheet per child, students will review the <i>Brainpop smoking</i> video . Students will discuss from previous week <i>Vaping and Smoking</i>. Students will discuss what they feel are impacts on areas of the health list on board - wellness areas. - Using worksheet, students will watch edpuzzle.com effects of smoking from Bill Nye, What happens to your body when you stop smoking for a year, brain activity after smokers quit respond to worksheet questions about the physical, emotional and mental impacts of smoking. - Discuss responses to worksheet questions after collection.	Worksheet responses.
Differentiation: Optional kidshealth.org smoking quiz take at home print responses		
Resources Provided: - Laptops - 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	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 connection 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 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:	5	Unit Title:	Alcohol/Tobacco and other drugs
Created:	Steven Griffiths, Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Health	Grade Level:	5	Unit Title:	Dependency, Addiction and Treatment
Unit Summary: Students will gain knowledge in signs of addiction and how addiction, treatment and dependency affect wellness. Students will gain knowledge of the factors that contribute to the use and abuse of drugs.					
Primary Interdisciplinary Connections: Guidance					
21st Century Themes ☐ Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	It is necessary for students to identify the signs and symptoms of drug dependency and addiction. Students need to learn their options for treatment of dependency and addiction.				

Learning Targets

Standards:	HE 3-5 2.3.5 Safety 9.4 Career Readiness SEL PK-12
Content Statements	2.3.5 DSDT: The short and long term effects of substance abuse are dangerous and harmful to one's health. 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. PER.K-12. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
CPI#:	Cumulative Progress Indicator (CPI):
2.3.5 DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs
2.3.5 DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and /or drug use problem.
2.3.5 DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
2.3.5 DST.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
2.3.5 DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
PER.K-12.PS:A 1.5	Identify values, attitudes and beliefs



Unit Essential Questions:

- How does someone become addicted to drugs, and what are the signs of addiction?
- How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs?
- How can alcohol, tobacco and other illegal or misused drugs affect my personal health?

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.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards keeping one safe.

Unit Learning Targets:

Students will....

- Summarize signs/symptoms of substance abuse problems and the stages that lead to dependency/addiction.
- Explain how wellness is affected by drug dependency/addiction.
- Determine factors that contribute to use and abuse of tobacco - Determine ways to stay drug free.

Evidence of Learning

Summative Assessment: 1 day Harcourt Dependency Evaluation

Equipment Needed: Worksheets Harcourt Textbook

Teacher Resources: Harcourt Program

Formative Assessments:

- Homework
- Classwork
- Teacher Observation
- Response questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Natural High	1 class period
Lesson 2 Signs of Abuse/Dependency	1 class period
Lesson 3 PSA	2 class periods

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:

Edpuzzle.com

Brainpop.com



Kidshealth.org

Lesson Plan 1 Template

Content Area: Health	Lesson Title: Natural High	Time Frame: 1 class period
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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: Edpuzzle.com

Equipment Needed: laptop per student, worksheet per student

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine ways to stay drug free. - Explain what is a natural high. - Identify signs and symptoms of abuse and dependency.	Lesson Sequence - Identify/Review what is meant by a “high” that drug users try to achieve - explain and discuss. - What would be meant by a natural high - one achieved without drugs. Discuss - Natural high is any art form, sport or activity that is healthy and makes you feel good inside. On the worksheet have students fill out things they like to do and one thing they love to do. - Using 1 laptop per student - watch edpuzzle.com - How Natural High Started. - Respond to questions of signs and symptoms of abuse and dependency	Student responses to worksheets



	that the 2 brothers were showing. • Show Natural High videos students pick celebrities and respond on a worksheet - why did they make the choice to avoid drugs- what were their strategies or advice to avoid drugs. • Record on worksheet personal natural high. Discussion of personal natural high for students to share.	
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Differentiation: Flexible grouping may choose to work with partner

Resources Provided:

- Laptops
- Worksheets



Lesson Plan 2 Template					
Content Area:	Health	Lesson Title:	Signs of Abuse/Dependency	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: Science, Guidance					
Integration of Technology: Edpuzzle.com					
Equipment Needed: Laptop per child, activity packet					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the signs of abuse/dependency. - Identify different types of dependency.	Lesson Sequence - Students will review <i>Brainpop.com</i> activity packet on addiction and complete vocabulary, graphic organizer and activity. - Go over vocabulary sheets with students and packets - vocabulary will be filled in from addiction video and edpuzzle video - Login to brainpop and watch addiction video - answer questions in packet graphic organizer. - Edpuzzle watch Signs and Symptoms of Drug Abuse and fill in vocabulary. - Discuss with class stages of abuse and dependency as seen in video and types of dependency - and dangers as advanced through stages. - Collect packets or packets may be finished as homework..	Finished packets/HW.
Differentiation: High Level - students can make a map using brainpop to answer questions.		
Resources Provided: - Laptops - Packets		



Lesson Plan 3 Template			
Content Area:	Health	Lesson Title:	PSA
		Time Frame:	2 class periods
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy x Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science, Guidance			
Integration of Technology: Student choice of design Imovie, PowerPoint, Digital Flier			
Equipment Needed: Laptops, Story block papers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a PSA on avoiding drug dependence and addiction including how/why to get help.	Lesson Sequence • Explain that students will be making a PSA. All previous worksheets and lessons should be used in creating this PSA. Review signs and symptoms of dependency, addiction and different treatments available. • Discuss what a PSA is: A public service announcement (PSA) is a message in the public interest with the objective of raising awareness of, and changing public attitudes and behavior towards, a social issue. In this case students will be using drug dependency, addiction and how to get treatment. • Parameters of PSA; students make an Imovie, Powerpoint, or use the 8	• Submitted PSA



	box paper to design PSA. PSA should include signs, symptoms and how/why to seek treatment. PSA is due the following week. Students may create the PSA together. • Students should brainstorm important information to be created and may use laptops to review edpuzzle or brainpop - Teacher conference with students on ideas/concepts for PSA.	
Differentiation: Low- Storyboard 8 box Medium- Powerpoint High - Digital Imovie		
Resources Provided: • Laptops • Storyboards		



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 connection 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 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:	5	Unit Title:	Dependency , Addiction and Treatment
Created:	Steven Griffiths, Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area: Health	Grade Level: 5	Unit Title: Personal Growth and Development
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Unit Summary: Students will explain how their personal habits, heredity and lifestyle influence growth. Students will learn the many products that are used for tween personal hygiene and what to look for in using these products.

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: Puberty and adolescence is a time of great change in students. There are many factors that influence growth and many changes that happen in each stage. As students grow the use of personal healthcare products begins to play a very important role in their personal hygiene practices.

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Learning Targets

Standards:	2.1.5 Personal and Mental Health
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Content Statements:

2.1.5 PGD

Personal Growth and Development (PGD)

Health is influenced by the interaction of body systems.

Puberty is a time of physical, social, and emotional changes.

2.1.5 PP

Pregnancy and Parenting (PP)

Pregnancy can be achieved through a variety of methods

2.1.5 SSH

Social and Sexual Health (SSH)

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

SEL.PK-12.1

Self Awareness

SEL.PK-12.3

Social Awareness



CPI#:	Cumulative Progress Indicator (CPI):
PGD 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 PGD.2	Examine how the body changes during puberty and how these changes influence personal self care.
2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
2.1.5.PGD.4	Explain common human sexual development and the role hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
2.1.5 PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
PP 2.1.5.PGD.1 2.1.5.PGD.2	Explain the relationship between sexual intercourse and human reproduction. Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
2.1.5 .SSH.1 2.1.5 .SSH.2 2.1.5 .SSH.3	Describe gender-role stereotypes and their potential impact on self and others. Differentiate between sexual orientation and gender identity. Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identify and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
SEL.PK-12.1.1 SEL.PK-12.3.1 SEL.PK-12.3.2	Recognize one's feelings and thoughts Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
Unit Essential Questions: • What do I need to know to make good decisions and stay healthy? • How and where can I locate health resources? • In what ways does where you live influence how you live?	
Unit Enduring Understandings: • Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life. • Mental and emotional health affects a person's physical health and overall well being. • The body image of people through society is sometimes distorted by what they think it should be as opposed to reality. • The changes I experience will necessitate a change in my hygiene routine.	



Unit Learning Targets:

Students will....

- Determine factors that influence health care products and use of personal hygiene practices.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

Evidence of Learning

Summative Assessment: Harcourt Assessment book Activity 1/2/4

Equipment Needed: None

Teacher Resources: Harcourt program

Formative Assessments:

- Homework
- Responses to discussion questions
- Classwork
- Teacher observation

Lesson Plans

Lesson	Time Frame
Lesson 1 Influences on Your Health	1 class period
Lesson 2 Hygiene and Sleep Its Importance	1 class period
Lesson 3 Acne and Deodorant	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

edpuzzle.com

brainpop.com

Harcourt Textbooks



Lesson Plan 1 Template

Content Area: Health	Lesson Title: Influences on Your Health	Time Frame:	1 class period
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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 and Guidance

Integration of Technology: edpuzzle.com

Equipment Needed: laptop/projector, Harcourt Textbooks 1 per student

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain factors that influence health (lifestyle, heredity, and environment).	Lesson Sequence - With partners, students will brainstorm lifestyle and environmental factors that they feel may influence health and list on the dry erase folder and share with the table. Pick 3 groups to share with the class. - Discuss with class different factors and show environmental health on edpuzzle.com - discussion on environmental factors and what are some factors that NJ students may have as opposed to North Dakota students. - Harcourt textbooks pg 15 paragraph 2/3 read to self - Pgs 352/353 read aloud use teach section book. Drinking water fact paper - most deaths occur in developing nations due to lack of water purification, discuss facts and possibilities for change in rate of disease death - discuss	Student responses to summary and review questions.



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	and record teacher tip section pg 353. • Lifestyle pgs 200-222 go over highlights. • Pg 221 health background how choice influences health. • Summary questions 222 partner discussion and responses.	
Differentiation: Leveled activities		
Resources Provided: • Text books		



Lesson Plan 2 Template

Content Area: 5	Lesson Title: Hygiene and Sleep the Importance	Time Frame:	1 class period
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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 and guidance

Integration of Technology: Web resources kidshealth.org

Equipment Needed: Laptop per pair, 1 worksheet per person

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain factors in choosing health care products. - Explain/identify changes that tweens need during growth (not reproductive).	Lesson Sequence - Using 1 laptop per student, students will place article names from <i>kidshealth.org</i> on board better sleep, hygiene basics and sweat. Students will read articles with partners - respond to questions on the worksheet. - Discussing the many changes in tweens, some physical, some emotional, between ages 10-12 needs many things, more sleep, better hygiene. - Students will complete a <i>brainpop.com</i> project sleep video. A worksheet sleep sheet is done at home and responds to the student matching the sleep amounts needed. Good routines and tips. - Packet Sweat article goes over highlights. - Question time on personal hygiene <i>brainpop.com</i> project personal hygiene video - discuss the importance. - HW responses to worksheet.	Student responses to homework questions on articles and videos.



Differentiation: Leveled Activities

Resources Provided:

- Laptops, worksheets

Lesson Plan 3 Template

Content Area: Health	Lesson Title: Acne and Deodorant	Time Frame: 1 class period
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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, guidance

Integration of Technology: Internet resources

Equipment Needed: Projector, dry erase folder

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify factors that can be used to assess hygiene products for acne. • Explain what is acne and what causes it. • Identify/explain various options for smelling good products.	Lesson Sequence • Students will review topics from the previous week: hygiene and its importance. Discuss deodorant. How do you know when it's ready? Stress if not sure if ready to ask parents. Discuss shampoo, conditioner, make-up. Project deodorants that are designed for kids (Tom's of Maine) and discuss if a person can have an allergic reaction to deodorant. This video will set up a talk about acne. • Acne 1 dry erase folder per table records what they have heard or know about acne. • Brainpop.com project acne video - when video is over project activity section on acne and table fills in vocabulary on	• Responses to article questioning.



	dry erase sheet - go over answers. ● Project kidshealth.org Myths about Acne article and discuss myths vs. truths. ● Project kidshealth.org Can I Prevent Acne - go over treatments and products.	
Differentiation: Leveled activities		
Resources Provided: ● Dry erase folder		



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 connection 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 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:	5	Unit Title:	Personal Growth and Development
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



SPRINGFIELD PUBLIC SCHOOLS

**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:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

**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
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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

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

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.