

**Glen Ridge Board of Education**  
**Health**  
**5th Grade**  
**Full Year: 1 day of a 6 day cycle**  
**Required**

*New Jersey Student Learning Standards*

[New Jersey Student Learning Standards](#)

**Health & Physical Education Mission Statement:**

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life. It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability. We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

**Course Description:**

The health classroom promotes the physical, social, mental and emotional aspects of life. The class will provide current information and develop skills, attitudes and behaviors that will be essential for making healthy decisions throughout life. Students will be learning various health topics through discussion, google classroom, research, small and large group activities, videos and projects. Students will learn the importance of a healthy lifestyle. The cooperation between school and home will allow a successful and healthy education.

# Health

## Unit 1: How the Body Works

Time Allotted: 6

### New Jersey Student Learning Standards (NJSLS)

Standard 2.1 Personal and Mental Health

Standard 2.2 Physical Wellness

Standard 2.3 Safety

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● Why is it important to know the function of body systems?</li><li>● Why is it important to identify the systems?</li><li>● How does the body affect lifestyle?</li><li>● What can we do to maintain a healthy body?</li></ul>	<ul style="list-style-type: none"><li>● 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).</li><li>● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li><li>● 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.</li><li>● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li><li>● 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.</li><li>● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</li><li>● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li><li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li></ul>	<ul style="list-style-type: none"><li>● Students will identify the parts of the body systems- skeletal, muscular, circulatory, respiratory, nervous, digestive, reproduction</li><li>● Students will be introduced to puberty</li><li>● Students will identify how the systems function</li><li>● Students will learn why a healthy body promotes a healthy lifestyle.</li><li>● Students will learn through hands on tasks, videos, websites and worksheets</li><li>● Students will do hands on activities like puzzles building activities, working a heart to show how blood circulates.</li></ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"><li>● Google classroom</li><li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a></li><li>● <a href="http://www.thegreatbodyshop.net">www.thegreatbodyshop.net</a></li><li>● <a href="http://www.brainpop.com">www.brainpop.com</a></li></ul>	

	<ul style="list-style-type: none"> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• <a href="https://www.elementaryschoolscience.com/human-body-lesson-endocrine-system">https://www.elementaryschoolscience.com/human-body-lesson-endocrine-system</a></li> </ul>
<b>Interdisciplinary Connections</b>	Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>21st Century Life and Careers</b>	Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Technology Standards</b>	Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.
<b>Diversity/Inclusion</b>	All students will have access to a variety of materials to understand content. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>• Socrative</li> <li>• Projects</li> <li>• Exit slips</li> <li>• Thumb up/down-teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Google forms</li> <li>• Google slides</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Participation in class activities</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>• Ability to access Google translate in native language</li> <li>• Verbal testing for written assessments</li> <li>• Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>• Cooperative and partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with case managers when needing help</li> <li>• Modify tests and projects</li> <li>• Extra time with assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra challenges for students to explore.</li> </ul>

Health

Unit 2: Healthy Lifestyle/Nutrition

Time Allotted: 8

New Jersey Student Learning Standards (NJSLS)

Standard 2.1 Personal and Mental Health

Standard 2.2 Physical Wellness

Standard 2.3 Safety

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How can overall well being affect health?</li><li>● Why do we have personal hygiene?</li><li>● How does disease affect one’s lifestyle?</li><li>● How can good nutrition improve quality of life?</li><li>● What are health career opportunities that can help our community?</li></ul>	<ul style="list-style-type: none"><li>● 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).</li><li>● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li><li>● 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.</li><li>● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li><li>● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li><li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li><li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li><li>● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li><li>● 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.</li></ul>	<ul style="list-style-type: none"><li>● Students will promote personal hygiene habits.</li><li>● Students will identify hygiene products</li><li>● Students will learn about various diseases that occur- diabetes, heart related illness, cancer</li><li>● Students will learn how to prevent some diseases</li><li>● Students will learn treatment and how to live with or with someone that has a disease</li><li>● Students will useMyPlate to make healthy meals</li><li>● Students will read and compare labels</li><li>● Students will discover why fast food is not healthy</li><li>● Students will perform the proper portion size of meals</li><li>● Students will discuss careers that are available in the health profession.</li></ul>

	<ul style="list-style-type: none"> <li>● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> <li>● 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.</li> <li>● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul> <p>1. 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <ul style="list-style-type: none"> <li>● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</li> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>● <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>● <a href="http://www.thegreatbodyshop.net">www.thegreatbodyshop.net</a></li> <li>● <a href="http://www.choosemyplate.org">www.choosemyplate.org</a></li> <li>● <a href="https://www.pgschoolprograms.com/">https://www.pgschoolprograms.com/</a></li> </ul>	
<b>Interdisciplinary Connections</b>	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<b>21st Century Life and Careers</b>	<p>Standard 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	

<b>Technology Standards</b>	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
<b>Diversity/Inclusion</b>	<p>N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.</p> <p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Socratic</li> <li>● Projects</li> <li>● Exit slips</li> <li>● Thumb up/down-teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Google forms</li> <li>● Google slides</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Participation in class activities</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner work</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss with case managers when needing help</li> <li>● Modify tests and projects</li> <li>● Extra time with assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extra challenges for students to explore.</li> </ul>

<b>Health</b>
<b>Unit 3: Drugs and Addiction</b>
<b>Time Allotted: 8</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
Standard 2.1 Personal and Mental Health
Standard 2.2 Physical Wellness
Standard 2.3 Safety

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How can I be safe in a troubled situation?</li> <li>● How can I prevent dangerous situations?</li> <li>● How do drugs affect my health?</li> <li>● Are all drugs bad for you?</li> </ul>	<ul style="list-style-type: none"> <li>● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> <li>● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</li> <li>● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</li> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> <li>● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● 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.</li> <li>● 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.</li> <li>● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● 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.</li> <li>● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in safe behaviors when travelling</li> <li>● Students will identify an unsafe situation</li> <li>● Students will learn to handle a crisis situation</li> <li>● Students will develop skills for good decision making through role play</li> <li>● Students will learn basic first aid if an emergency</li> <li>● Students will identify facts about tobacco, inhalants, alcohol and marijuana</li> <li>● Students will participate in vaping activity lessons</li> <li>● Students will discuss the effects that these drugs have on the body</li> <li>● Students will discuss the quality of life when using and after using drugs</li> <li>● Students will determine how some medicines can be healthy for health</li> </ul>



	<p>who is struggling with the use/abuse of alcohol or drugs.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• <a href="http://www.thegreatbodyshop.net">www.thegreatbodyshop.net</a></li> <li>• <a href="http://www.dare.org">www.dare.org</a></li> <li>• <a href="https://www.tobaccofreej.com/">https://www.tobaccofreej.com/</a></li> <li>• <a href="https://www.drugabuse.gov/drug-topics/tobacconicotine-vaping">https://www.drugabuse.gov/drug-topics/tobacconicotine-vaping</a></li> </ul>	
<b>Interdisciplinary Connections</b>	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<b>21st Century Life and Careers</b>	<p>Standard 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
<b>Technology Standards</b>	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>	
<b>Diversity/Inclusion</b>	<p>(N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	

**Assessments**

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Socratic</li> <li>● Projects</li> <li>● Exit slips</li> <li>● Thumb up/down-teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Google forms</li> <li>● Google slides</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Participation in class activities</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner work</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss with case managers when needing help</li> <li>● Modify tests and projects</li> <li>● Extra time with assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extra challenges for students to explore.</li> </ul>

Health		
Unit 4: Character Education/ Relationships		
<b>Time Allotted: 8</b>		
<b>New Jersey Student Learning Standards (NJSL)</b>		
Standard 2.1 Personal and Mental Health		
Standard 2.2 Physical Wellness		
Standard 2.3 Safety		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How does character affect lifestyle?</li> <li>● Why is making good decisions important?</li> <li>● How do healthy relationships make a healthy life?</li> <li>● Why do we need health professionals?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will learn to identify a problem</li> <li>● Students will practice the steps of making good decisions</li> <li>● Students will role play different situations to practice handling problems</li> <li>● Students will learn to assess situation after choice was made and reevaluate the situation</li> <li>● Students will demonstrate trusted adult activities</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</li> <li>● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> <li>● 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> <li>● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> <li>● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>● 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.</li> <li>● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify where to go for any help</li> <li>● Students will identify if someone else needs help and where to go</li> <li>● Students will discuss suicide prevention and participate in activities for awareness</li> <li>● Students will participate in block the bully lesson designed by school community</li> <li>● Students will learn how to bring good character into everyday life</li> <li>● Students will role play friend relationship situations.</li> <li>● Students will discuss feelings and body changes during poverty.</li> <li>● Students will learn about the roles of hormones and sexual development.</li> <li>● Students will learn ways an embryo can be formed.</li> <li>● Students will be able to define gender identity.</li> <li>● Students will participate in lessons about the social emotional learner</li> <li>● Students will learn about different health professions</li> </ul>
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<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• <a href="http://www.thegreatbodyshop.net">www.thegreatbodyshop.net</a></li> <li>• <a href="http://www.goodcharacter.com">www.goodcharacter.com</a></li> <li>• <a href="https://www.hazelden.org/web/public/lifelines.page">https://www.hazelden.org/web/public/lifelines.page</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<b>21st Century Life and Careers</b>	Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Technology Standards</b>	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
<b>Diversity/Inclusion</b>	<p>(N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</p> <p>(N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines</p> <p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Socrative</li> <li>• Projects</li> <li>• Exit slips</li> <li>• Thumb up/down-teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Google forms</li> <li>• Google slides</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Participation in class activities</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"><li>● Ability to access Google translate in native language</li><li>● Verbal testing for written assessments</li><li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li><li>● Cooperative and partner work</li></ul>	<ul style="list-style-type: none"><li>● Discuss with case managers when needing help</li><li>● Modify tests and projects</li><li>● Extra time with assignments</li></ul>	<ul style="list-style-type: none"><li>● Provide extra challenges for students to explore.</li></ul>
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