

3rd Grade Health

3rd Grade Health Scope and Sequence

| | THEME TOTAL | CUMULATIVE TOTAL |
|-------------------------|----------------|---------------------|
| Character Education | 6 days | |
| Social Emotional Growth | 3 days | 9 days |
| Safety | 5 days | 14 days |
| Nutrition | 6 days | 20 days |
| Personal Growth | 10 days | 30 days |
| CATEGORY TOTALS | 30 days | |

Notes: There are 30 Health sessions during the course of the year.

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Unit Title: Character Education

Stage 1: Desired Results

Standards & Indicators:

NJSLS- Health and Physical Education

2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

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).

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.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|-------------------|--|--|
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |
| 9.1.5.PB.2 | Describe choices consumers have with money (e.g., save, spend, donate). | Saving money can impact an individual’s ability to address emergencies and accomplish their short-and long-term goals. |
| 9.4.5.CT.2 | Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. | |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology. | Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. |
| 9.4.5.DC.5 | Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. | Digital identities must be managed in order to create a positive digital footprint. |

Central Idea/Enduring Understanding:

- A person’s core ethical values affect the health of that person and those around them.
- Character building is influenced by many factors positive and negative.
- Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.

Essential/Guiding Question:

- How does your character affect your health and those around you?
- How can setting goals make you successful?
- Why is it important to be a good citizen?
- Why is it important to implement our core values in our everyday life?
- How do attitudes and assumptions positively or negatively affect those with disabilities?

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| <ul style="list-style-type: none"> ● Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. | <ul style="list-style-type: none"> ● How can families be different or similar? ● What strategies can you use to resolve conflicts? ● How do you serve your community? How would you like to better serve? ● Why is it important to show respect towards EVERYONE in school? ● Who do you look up to as a role model of character? |
| <p>Content:</p> <ul style="list-style-type: none"> ● Good health and strong character go hand in hand – respect, empathy, civic mindedness and good citizenship – affect the local community and the world. ● Attitudes and assumptions toward individuals with disabilities may have a negative or positive impact. ● Anti-bullying | <p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Students will be able to identify the difference between positive and negative influences on character development. ● Students will be able to identify characteristics of positive character development. ● Students will appreciate students and people with disabilities. |

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to relevant impacts of HIB incidents

Stage 2: Assessment Evidence

Performance Task(s):

- Work with puppets for role-playing
- Role play with other students
- Use "I Message"
- Recite the Anti-Bullying Pledge
- Read examples from literature
- See video examples

Other Evidence:

- Teacher Observation
- Written and oral responses

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Student participate in an activity in which they achieve a goal set as a class.

Session 2

- Goal setting: students develop short term goals and long term goals, devise strategies/steps to help achieve goals (vision, write goals, action, rewards, access and repeat). Student can create a goal poster for their room.

Session 3

- Civic mindedness/citizenship: importance of being a good citizen

Session 4

- School Core values review INSPIRE

Session 5

- Discovering disabilities: Emmanuel's Dream understanding differences.

Resources:

Sessions

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

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| <p>Session 6</p> <ul style="list-style-type: none"> Family Situations/dynamics: Family Trees <p>Session 7</p> <ul style="list-style-type: none"> What is Bullying? JOJO <p>Session 8</p> <ul style="list-style-type: none"> Service Projects: How do you serve? How would you like to serve? Kids Heart Challenge <p>Session 9</p> <ul style="list-style-type: none"> Relationships at school: Write a letter to a staff member that you are thankful for. <p>Session 10</p> <ul style="list-style-type: none"> Role models of character: Project displaying role models | | | |
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| <p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <ul style="list-style-type: none"> Lesson Skill Extension Peer Mentoring | <ul style="list-style-type: none"> Peer Mentoring | <ul style="list-style-type: none"> Rewording Directions Allow Extra Time | <ul style="list-style-type: none"> IEP's 504's Instructional Aides Receive help from a peer assistant Allow extra time Reword directions |

| <p>Unit Title: Social Emotional Growth</p> | | |
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| <p>Stage 1: Desired Results</p> | | |
| <p>Standards & Indicators: NJSLS- Health and Physical Education</p> <p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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</p> | | |
| <p>Career Readiness, Life Literacies and Key Skills</p> | | |
| Standard | Performance Expectations | Core Ideas |
| <p>9.1.5.FP.3</p> | <p>Analyze how spending choices and decision-making can result in positive or negative consequences.</p> | <p>Spending choices and their intended and unintended consequences impact financial</p> |

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| 9.1.5.FP.4 | Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.) | outcomes and personal well being. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. | An individual's passions, aptitude and skills can affect his/her employment and earning potential. |
| 9.2.5.CAP.2 | Identify how you might like to earn an income. | |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. | |
| 9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. | |
| 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. | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |

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| <p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> • Many factors play a role in social and emotional health. • Stress management skills can affect your emotional response to stressful situations. • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. | <p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> • Does your ability to handle stress affect your own wellness and the wellness of those around you? • What are basic NEEDS? • What Causes Stress? • What exactly is bullying? |
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| <p>Content:</p> <ul style="list-style-type: none"> • Compare and contrast how individuals and families attempt to address basic human needs. • Distinguish violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. • Ways to cope with rejection, loss and separation • Summarize the causes of stress and explain ways to deal with stressful situations. | <p>Skills(Objectives):</p> <ul style="list-style-type: none"> • 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs. • 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. • 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. • 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations. |
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Interdisciplinary Connections:
 Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)
 Math: ability to analyze charts and percentages related to mental health issues

Stage 2: Assessment Evidence

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| <p>Performance Task(s):</p> <ul style="list-style-type: none"> • Role Play • Pair Share • Demonstrate strategies with puppets | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher Observation |
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| <ul style="list-style-type: none"> Find examples in literature Write "I Messages" | | | |
| Stage 3: Learning Plan | | | |
| <u>Learning Opportunities/Strategies:</u> Session 1 <ul style="list-style-type: none"> Bullying VS. Conflict identification Session 2 <ul style="list-style-type: none"> Coping Skills (Rejection, loss, and separation) Session 3 <ul style="list-style-type: none"> What Causes stress? Session 4 <ul style="list-style-type: none"> Exercise the Stress Away: Yoga, Stress walk Session 5 <ul style="list-style-type: none"> Basic Needs vs Wants | | <u>Resources:</u> <ul style="list-style-type: none"> Books Internet With Projector Whiteboard/Smartboard equipment Paper Writing supplies Art supplies PE Equipment | |
| Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <ul style="list-style-type: none"> Lesson Skill Extension Peer Mentoring | <ul style="list-style-type: none"> Peer Mentoring | <ul style="list-style-type: none"> Rewording Directions Allow Extra Time Receive help from a peer mentor | <ul style="list-style-type: none"> IEP's 504's Instructional Aides Receive help from a peer assistant Allow extra time Reword directions |

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| <u>Unit Title:</u> Safety |
| Stage 1: Desired Results |
| <u>Standards & Indicators:</u> NJSLS- Health and Physical Education 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. |

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| Career Readiness, Life Literacies and Key Skills | | |
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| Standard | Performance Expectations | Core Ideas |
| 9.1.5.RMI.1 | Identify risks that individuals and households face. | Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. |
| 9.4.5.TL.1 | Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. | Different digital tools have different purposes. |
| <p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety comes from identifying unsafe situations and making good choices helps to make the lives of yourself and others safer at home, school and in the community. • Summarize various forms of abuse and ways to get help. • Be able to provide simple first-aid for choking, bleeding, burns and poisoning. • Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. | | <p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> • What are potential hazards that affect your health at school or home? • What do we do if someone is hurt in class? • What safety precautions should be taken when traveling? (Bike, bus, car) • What safety precautions should be made to PREVENT injury? |
| <p>Content:</p> <ul style="list-style-type: none"> • Be aware of dangers in your area. • Develop strategies to reduce risk at home, school and in the community. • Name types of abuse and how to get help • First aid for choking, bleeding, burns and poison. | | <p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Students will be able to identify dangers at home, school and in the community and will be able to strategize and minimize risk. • Students will be able to identify types of abuse and where to seek help. • Students will be able to provide first aid for choking bleeding, burns and poison. |
| <p>Interdisciplinary Connections: Science: Biology Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related to medical emergency/first aid</p> | | |
| Stage 2: Assessment Evidence | | |
| <p>Performance Task(s):</p> <ul style="list-style-type: none"> • Role play • Small group task cards • Magazine picture cards – identify and state how to prevent a dangerous situation | | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Written and oral articulation |
| Stage 3: Learning Plan | | |
| <p>Learning Opportunities/Strategies: Session 1</p> <ul style="list-style-type: none"> • Assessing risk: Fire, injury, accident prevention. | | <p>Resources: Sessions</p> <ul style="list-style-type: none"> • Books • Internet With Projector |

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| <p>Session 2</p> <ul style="list-style-type: none"> First Aid: Where can I find First Aid <p>Session 3</p> <ul style="list-style-type: none"> Transportation Safety: Bike, Car, Bus <p>Session 4</p> <ul style="list-style-type: none"> Injury Prevention: Safety gear(Helmets, seatbelts, etc.) <p>Session 5</p> <ul style="list-style-type: none"> Abuse | <ul style="list-style-type: none"> Whiteboard/Smartboard equipment Paper Writing supplies Art supplies PE Equipment | | |
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| <p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <ul style="list-style-type: none"> Lesson Skill Extension Peer Mentoring | <ul style="list-style-type: none"> Peer Mentoring | <ul style="list-style-type: none"> Rewording Directions Allow extra time Receive help from peer mentors | <ul style="list-style-type: none"> IEP's 504's Instructional Aides Receive help from peer mentors |

| <p>Unit Title: Nutrition</p> | | |
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| <p>Stage 1: Desired Results</p> | | |
| <p>Standards & Indicators: NJSLS- Health and Physical Education</p> <p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> | | |
| <p>Career Readiness, Life Literacies and Key Skills</p> | | |
| Standard | Performance Expectations | Core Ideas |
| <p>9.1.5.FP.5</p> | <p>Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.</p> | <p>Not all financial information is accurate or truthful.</p> |
| <p>9.1.5.PB.1</p> | <p>Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p> | <p>There are specific steps associated with creating a budget.</p> |

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| 9.4.5.IML.5 | Distinguish how media are used by individuals, groups, and organizations for varying purposes. | Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. |
| 9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. | Specific situations require the use of relevant sources of information. |
| Central Idea/Enduring Understanding: <ul style="list-style-type: none"> ● It is important to make healthy choices with anything you put in your body. ● 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. | | Essential/Guiding Question: <ul style="list-style-type: none"> ● How do we read nutrition labels? ● What does a balanced meal look like? ● How do I make the healthiest food choices? ● Why is it important to eat the proper foods? ● What are medicines and how are they used? |
| Content: <ul style="list-style-type: none"> ● Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. ● Choose My Plate | Skills(Objectives): <ul style="list-style-type: none"> ● 2.3.4.A.1. Distinguish between over-the-counter and prescription medicines. ● 2.3.4.B.2. Compare the short- and long-term physical effects of all types of tobacco use. ● 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices. ● 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.1.4.B.4 Interpret food product labels based on nutritional content. | |
| Interdisciplinary Connections: Science: Biology and chemistry Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related to caloric intake, health issues related to dietary choices. | | |
| Stage 2: Assessment Evidence | | |
| Performance Task(s): <ul style="list-style-type: none"> ● Provide students with a three-column chart. Each column w/the following of three labels: Illegal Drugs, Legal Drugs - prescription, Legal Drugs -over-the-counter. ● Students are to provide a minimum of three examples per column, and will provide a written explanation at the bottom of the chart detailing why some are/aren't illegal. | Other Evidence: <ul style="list-style-type: none"> ● Teacher observation ● Written and oral responses | |
| Stage 3: Learning Plan | | |
| Learning Opportunities/Strategies: Session 1 | Resources: <ul style="list-style-type: none"> ● Books | |

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| <ul style="list-style-type: none"> Understanding Nutritional Fact Labels: Read and sort different food labels <p>Session 2</p> <ul style="list-style-type: none"> Balanced Meals: Content Calories and Cost <p>Session 3</p> <ul style="list-style-type: none"> Healthy Food Choices vs Unhealthy Food Choices Cause and effect <p>Session 4</p> <ul style="list-style-type: none"> Food is Fuel: Choose Wisely <p>Session 5</p> <ul style="list-style-type: none"> Medicines: What are they? How are they used? | <ul style="list-style-type: none"> Internet With Projector Whiteboard/Smartboard equipment Paper Writing supplies Art supplies PE Equipment | | |
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| <p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <ul style="list-style-type: none"> Lesson Skill Extension Peer Mentoring | <ul style="list-style-type: none"> Peer Mentoring | <ul style="list-style-type: none"> Rewording Directions Allow Extra Time | <ul style="list-style-type: none"> IEP's 504's Instructional Aides Receive help from a peer assistant Allow extra time Reword directions |

| <p>Unit Title: Personal Growth</p> | | |
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| <p>Stage 1: Desired Results</p> | | |
| <p>Standards & Indicators: NJSLS- Health and Physical Education</p> <p>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).</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> | | |
| <p>Career Readiness, Life Literacies and Key Skills</p> | | |
| Standard | Performance Expectations | Core Ideas |
| <p>9.4.5.GCA.1.</p> | <p>Analyze how culture shapes individual and community perspectives and points of view.</p> | <p>Culture and geography can shape an individual's experiences and perspectives.</p> |

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| <p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Personal health practices and behaviors can affect an individual's body systems • The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs. • There are actions that individuals can take to help prevent diseases and stay healthy. • Health is influenced by the interaction of body systems. | <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do we care for our skeletal system? • How do we care for our muscular system? • How do we care for our respiratory system? • How do we care for our circulatory system? • How do we care for our digestive system? • What's more important: prevention or cure? |
| <p><u>Content:</u></p> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health and safety related situations. | <p><u>Skills(Objectives):</u></p> <p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Science: Biology</p> <p>Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)</p> <p>Math: ability to analyze charts and percentages related relevant topics within this content.</p> | |
| <p>Stage 2: Assessment Evidence</p> | |
| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Choose a local cause, make posters, a public service announcement or host a fundraiser. • Develop an online directory of school and community health and social services linking common adolescent problems with the appropriate provider. | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer-assessment • Quiz/checklist on key terms, concepts, skills ... • Oral response • Written response |
| <p>Stage 3: Learning Plan</p> | |
| <p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> • Skeletal system: Identification and Functionality <p><u>Session 2</u></p> <ul style="list-style-type: none"> • Respiratory System: Identification and Functionality <p><u>Session 3</u></p> <ul style="list-style-type: none"> • Circulatory System: Identification and Functionality <p><u>Session 4</u></p> <ul style="list-style-type: none"> • Muscular System: Identification and Functionality <p><u>Session 5</u></p> <ul style="list-style-type: none"> • Digestive System: Identification and Functionality | <p><u>Resources:</u></p> <p><u>Sessions</u></p> <ul style="list-style-type: none"> • Books • Internet With Projector • Whiteboard/Smartboard equipment • Paper • Writing supplies • Art supplies • PE Equipment |

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| Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
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| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <ul style="list-style-type: none"> • Lesson Skill Extension • Peer Mentoring | <ul style="list-style-type: none"> • Peer Mentoring | <ul style="list-style-type: none"> • Rewording Directions • Allow Extra Time | <ul style="list-style-type: none"> • IEP's • 504's • Instructional Aides • Receive help from a peer assistant • Allow extra time • Reword directions |