

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: Kindergarten
Unit A: Mental and Emotional, Family, and Social Health	20 days
Unit B: Growth and Nutrition	20 days
Unit C: Personal Health and Safety	20 days
Unit D: Drugs and Disease Prevention	20 days
Unit E: Community and Environment Health	20 days

Introduction

The Comprehensive Health Education Units for grades K-5 are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit.

Unit A: Mental and Emotional, Family, and Social Health	
Standard	
2.1 Personal and Mental Health	
Disciplinary Concept/Performance Expectations	
Emotional Health	
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings	

and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Social Health

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Community Health Services and Support

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Primary Interdisciplinary Connections:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to express their feeling ● Communication skills ● Conflict resolution 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify different feelings ● Identify good character ● Communicate with their friends ● Identify friends and family members ● Use their words and resolve conflicts
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 1 You Feel and Think Lessons: Are You Healthy? Everyone has Feelings What Do You Do With Your Feelings? Good Character Communicate</p> <p>Chapter 2 Your Family and Friends Lessons: Who Are Your Family and Friends? Why You Do Things Resolve Conflicts</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● 10 Simple Ways to Cope with Stress ● Stress: All kids feel stressed sometimes. Here are some ways to cope. ● What You Can Do About Stress ● Stress at home and getting help ● Feelings: My thoughts and feelings ● My Emotions and Behavior ● Train your Temper ● Taking charge of your anger <ul style="list-style-type: none"> ● My Emotions and Behavior 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://www.sutterhealth.org/health/mind-body/10-simple-ways-to-cope-with-stress ● https://kidshealth.org/en/kids/center/relax-center.html ● https://kidshealth.org/en/kids/feeling/ ● https://kidshealth.org/en/kids/feeling/ ● https://kidshealth.org/en/kids/temper.html#catemotion ● https://kidshealth.org/en/kids/anger.html#catemotion ● https://kidshealth.org/en/kids/feeling/

<ul style="list-style-type: none"> ● When and how to call 911 (Youtube video, kid friendly) ● Community Helpers for Kids ● Helpful videos and materials for community helpers 	<p>g/#catemotion</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=JdKG_L5YuB8 ● https://www.youtube.com/watch?v=jt2q1cHsH6E ● https://www.simplykinder.com/community-helpers-in-kinder/
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) ● Choral chanting ● Small group instruction/cooperative learning ● Active Engagement using visual, auditory, kinesthetic tactile activities ● Allowing for additional wait time for student responses during conversations ● Scaffolding questions and instructional language ● Allowing for students to show uses gestures if not yet able to produce oral language ● Modeled and shared writing activities ● Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
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- Provide a picture or movement to vocabulary words
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- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
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- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions

- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group

- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

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2.1 Personal and Mental Health

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- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
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	<p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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Additional Online Lessons

- **10 Simple Ways to Cope with Stress**
- Stress: All kids feel stressed sometimes. Here are some ways to cope.
- What You Can Do About Stress
- Stress at home and getting help
- Feelings: My thoughts and feelings
- My Emotions and Behavior
- Train your Temper
- Taking charge of your anger

- My Emotions and Behavior
- When and how to call 911 (Youtube video, kid friendly)
- Community Helpers for Kids
- Helpful videos and materials for community helpers

Additional Online Resources

- <https://www.sutterhealth.org/health/mind-body/10-simple-ways-to-cope-with-stress>
- <https://kidshealth.org/en/kids/center/relax-center.html>
- <https://kidshealth.org/en/kids/feeling/>

- <https://kidshealth.org/en/kids/feeling/>
- <https://kidshealth.org/en/kids/temper.html#catemotion>
- <https://kidshealth.org/en/kids/anger.html#catemotion>
- <https://kidshealth.org/en/kids/feeling/#catemotion>
- https://www.youtube.com/watch?v=JdKG_L5YuB8
- <https://www.youtube.com/watch?v=jt2q1cHsH6E>
- <https://www.simplykinder.com/community-helpers-in-kinder/>

Core Instructional and Supplemental Materials

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- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION**English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud

- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
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504 Plans

- Preferential seating
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- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
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- Whiteboards
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- Discover learning
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- One on one conferencing
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Unit B: Growth and Nutrition	
<p>Standard</p> <p>2.1 Personal/Mental Health</p> <p>2.2 Physical Wellness</p>	
<p>Disciplinary Concept/Performance Expectations</p> <p>Personal Growth/Development</p> <p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>Nutrition</p> <p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>	

Primary Interdisciplinary Connections:

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Unit B: Growth and Nutrition

Standard

2.1 Personal/Mental Health

2.2 Physical Wellness

Disciplinary Concept/Performance Expectations

Personal Growth/Development

- 2.1.2.PGD.1:** Explore how activity helps all human bodies stay healthy.

2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Nutrition

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

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<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Stages of Growth ● Body Parts ● Senses ● Make healthy food choices 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify stages of growth ● Identify body parts ● Identify senses ● Practice healthful habits ● Identify healthy food choices
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Instructional Plan

Chapters/Lessons	Resource
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<p>Chapter 3 You Grow and You Change Lessons: How Do You Grow? Your Body Your Senses Practice Healthful Habits Chapter 4 Food For Health Lessons: What Do You Know About Food? Eating Right Think About Food Choices</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Healthier Me: Fitness Adventure and Meal Builder ● Human Body Series: Body Parts ● Human Body Series: Body Parts Videos (Kid Friendly) ● Staying Healthy <ol style="list-style-type: none"> 1. Being Good To My Body 2. Fabulous Food ● My Plate ● Healthy Food vs Junk Food 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://everfi.com/courses/k-12/health-curriculum-elementary-school/ ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=body ● https://www.kidshealth.org/en/kids/center/htbw-main-page.html?WT.ac=classroom ● https://kidshealth.org/en/kids/stay-healthy/#catemotion ● https://www.myplate.gov/eat-healthy/what-is-myplate ● https://www.youtube.com/watch?v=jJMv6CfHiHg&t=439s
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students’ skills

<p>SUGGESTED OPTIONS FOR DIFFERENTIATION</p>
<p>English Language Learners</p>

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
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- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
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- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

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Unit C: Personal Health and Safety	
Standard	
2.1 Personal/Mental Health 2.3 Safety	
Disciplinary Concept/Performance Expectations Personal Growth/Development Personal Safety 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).	

- 2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5:** Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7:** Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8:** Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

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- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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<p data-bbox="203 1499 576 1533">2.1 Personal/Mental Health</p> <p data-bbox="203 1535 337 1568">2.3 Safety</p> <p data-bbox="483 1602 1138 1635" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="203 1675 625 1709">Personal Growth/Development</p> <p data-bbox="203 1711 414 1745">Personal Safety</p> <p data-bbox="203 1747 1421 1812">2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p data-bbox="203 1814 1291 1879">2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Taking care of yourself ● Sports equipment for protection ● Various safety procedures 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify ways to stay healthy ● Set health goals ● Identify sports equipment that keeps you safe ● Identify situations when to say No ● Fire safety ● Outside safety ● Safety when playing
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 5 A Clean and Fit You Lessons: How Do You Take Care Of Yourself Set Health Goals Safe Sports</p> <p>Chapter 6 Staying Safe Lessons: How Do You Stay Safe? Say “NO” Safe From Fire Safe Inside Safe Outside Safe at Play</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Dealing with Bullies ● Staying Safe <ol style="list-style-type: none"> 1. Learning about emergencies and first aid 2. Playing it safe around the house 3. Playing it safe outdoors and on the road <ul style="list-style-type: none"> ● Healthy vs Unhealthy Relationships ● Healthy Relationships and Consent, Caring and Harmful Behaviors ● Safe and Healthy Summer ● NJ Safe Routes 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/ ● https://kidshealth.org/en/kids/watch/#catemotion ● https://www.youtube.com/watch?v=Gn7ZQ2x0cOE ● https://www.youtube.com/watch?v=rzEI6ZVmGW8 ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal ● https://www.saferoutesnj.org/lesson-plans-curricula/

<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment

- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

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504 Plans

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Unit D: Drugs and Disease Prevention

Standard

2.3 Safety

Disciplinary Concept/Performance Expectations

Health Conditions, Diseases and Medicines

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Alcohol, Tobacco and Other Drugs

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.

Dependency, Substances Disorder and Treatment

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

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- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit D: Drugs and Disease Prevention

Standard

2.3 Safety

Disciplinary Concept/Performance Expectations

Health Conditions, Diseases and Medicines

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Alcohol, Tobacco and Other Drugs

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.

Dependency, Substances Disorder and Treatment

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Primary Interdisciplinary Connections:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP4: Break down a task into a sequence of steps.

- 8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Helpful and harmful drugs ● Wise Decisions ● How to stay well ● Various feelings ● Stress and how to manage it 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify harmful drugs ● Identify and make wise decisions ● Recognize ways to stay well ● Recognize different feelings ● Identify and manage stress

Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 7 Medicines and Drugs Lessons: How Can Drugs Help or Harm Make Wise Decisions Chapter 8 Staying Well Lessons: What Keeps You Well? Everyone Has Feelings Manage Stress</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Hand Washing/Sanitizing ● Fight The Bite, NJ ● Health Problems ● Personal Hygiene for kids ● Using and keeping medicine safe 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf ● https://www.nj.gov/health/cd/topics/vectorborne.shtml ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=problems ● https://kidshealth.org/en/kids/health-problems/#catemotion ● https://www.youtube.com/watch?v=D5BtvQqbWs (Personal Hygiene) ● https://www.youtube.com/watch?v=UHVPSwIX4aQ (Medicine)

<ul style="list-style-type: none"> ● E-cigarettes and alcohol ● Smoking effects ● Drug Addiction 	<ul style="list-style-type: none"> ● https://www.cdc.gov/healthyschools/bam/e_cigarettes_and_alcohol.htm ● https://www.youtube.com/watch?v=W6hwmdZbmE ● https://my.clevelandclinic.org/health/diseases/16652-drug-addiction
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) ● Choral chanting ● Small group instruction/cooperative learning ● Active Engagement using visual, auditory, kinesthetic tactile activities ● Allowing for additional wait time for student responses during conversations

- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text

- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit E: Community and Environment	
Standard	
2.1 Personal/Mental Health	
Disciplinary Concept/Performance Expectations	
Community Health Services/Support	
<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p>	
<p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p>	
<p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p>	
<p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p>	
<p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>	
<p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p>	
Primary Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	
<ul style="list-style-type: none"> ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 	
<ul style="list-style-type: none"> ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively 	
Computer Science & Design Thinking	
8.1 Computer Science	
<ul style="list-style-type: none"> ● 8.1.2.AP4: Break down a task into a sequence of steps. 	
<ul style="list-style-type: none"> ● 8.1.2.AP5: Describe a program’s sequence of events, goals, and expected outcomes. 	

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

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9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities

- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
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- Follow all IEP modifications
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504 Plans

- Preferential seating
- Use visuals
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Gifted and Talented

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2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

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<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to get help ● Ways to help the environment ● Help others make healthy choices 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify ways and people who can help them ● Identify actions to help the environment ● Identify healthy ways/ideas
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 9 Health Helpers Lessons: Who Can Help You? Find Health Facts. Get Help</p> <p>Chapter 10 A Healthful Place To Live Lessons: How Can You Help Earth? Help Others be Healthy</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● My Emotions and Behavior ● When and how to call 911 (Youtube video, kid friendly) ● Community Helpers for Kids ● Helpful videos and materials for community helpers 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/#catemotion ● https://www.youtube.com/watch?v=JdKG_L5YuB8 ● https://www.youtube.com/watch?v=jt2q1cHsH6E ● https://www.simplykinder.com/community-helpers-in-kinder/

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Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION**English Language Learners**

- Visuals
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504 Plans

- Preferential seating
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- Follow all modifications/504 plan

Gifted and Talented

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
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