

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

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 3rd
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 Concepts/Performance Expectations	
Emotional Health	
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.

Social Health

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

Community Health Services and Support

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).

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

Primary Interdisciplinary Connections:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.

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
-

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

Students will know...

- Take responsibility for my health
- Choose actions for a healthful self-concept
- Communicate my emotions in healthful ways
- Choose behaviors for a healthy mind
- Bounce back from hard times
- Show good character
- Choose actions for a healthful self-concept
- Make responsible decisions
- Use resistance skills when necessary
- Have a plan to manage stress
- Show respect for all people
- Communicate in healthful ways
- Work to have healthful friendships
- Resolve conflicts in healthful ways
- Work to have healthful family relationships
- Adjust to family changes in healthful ways
- Encourage others to take responsibility for their health

Students will be able to...

- Describe 3 parts of health
- Explain how choosing healthful behaviors protects your health
- Identify how choosing risk behaviors can harm your health
- Explain how practicing life skills can help you take responsibility for your health
- Identify what makes you special
- Describe actions that help you have a healthful self-concept
- Explain different ways that people learn
- Describe how to share emotions in healthful ways
- Explain how to use I-messages
- List ways to stay in a good mood
- Describe ways to keep your mind healthy
- Identify the 6 parts of good character
- Explain why your friends and heroes should have good character
- Describe how to show respect and what to do if you do something wrong
- List questions to ask before you make a decision
- Discuss ways to communicate with responsible adults about health decisions
- Describe how to use resistance skills
- Explain what effects stressors have on your body
- Discuss the difference between healthful and harmful stress
- Describe ways to manage your stress
-
- Describe ways to make a healthful relationship
- List ways to show respect for other people
- Identify healthful ways to communicate
- List ways to get along better with

	<p>others</p> <ul style="list-style-type: none"> ● Describe how peer pressure works ● Explain what it means to be a family ● List ways to be a responsible member ● Describe how to adjust to family changes in healthful ways ● Explain why you need friends ● List ways to make new friends ● Explain how friends can help each other make responsible decisions
--	---

Instructional Plan	
Chapters/Lessons	Resource
<p>Chapter 1 Mental/Emotional Health Lessons: Health is Well-Being Your Self-Concept Your Mind and Emotions Good Character Matters Making Responsible Decisions</p> <p>Chapter 2 Family and Social Health Lessons: Healthy Relationships Resolve Conflict My Family My Friends</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Social/Emotional Learning: The Compassion Project: Lower Elementary (15 Lessons) ● Feelings: Emotions/Behaviors, Thoughts/Feelings ● Emotions 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://platform.everfi.net/teacher/catalog <p>(Must make an account, its FREE)</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal

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
- 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
- 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 B: Growth and Nutrition	
Standard	
2.1 Personal/Mental Health 2.2 Physical Wellness	

Disciplinary Concept/Performance Expectations

Personal Growth/Development

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.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.

Nutrition

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Primary Interdisciplinary Connections:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.

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
-

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

Students will know...

Students will be able to...

<ul style="list-style-type: none"> ● Learn the stages of the life cycle ● Accept the ways my body changes as I grow ● Care for my body systems ● Practice life skills ● Eat the correct amounts from MyPlate ● Follow the Dietary Guidelines ● Eat healthful meals and snacks ● Read food labels ● Check out food ads ● Choose healthful foods when eating at fast food restaurants ● Protect others and myself against germs in foods and beverages ● Use table manners 	<ul style="list-style-type: none"> ● Describe the changes of the life cycle ● List signs that show that your body is changing ● Explain how your body grows ● Explain the way your muscles work ● Describe what your bones do ● Identify ways to care for muscles and bones ● Describe the circulatory system ● Describe the respiratory system ● Describe how to care for your heart and lungs ● Discuss how your digestive system works ● Describe how to care for the digestive system ● List the 5 senses ● Discuss what the nervous system does ● Describe how to care for the nervous system ● Identify the nutrients your body needs ● Identify what foods are food groups ● Explain how to use MyPlate to make healthful food choices ● List the Dietary Guidelines ● Explain how to follow the Dietary Guidelines ● Explain how to use the Dietary Guidelines to choose healthful snacks ● Identify influences on your food choices ● Describe what facts are found on food labels ● Explain how to plan a menu for a healthful meal ● Explain how food can be kept safe ● List kitchen safety rules ● Identify the health benefits of good table manners
Instructional Plan	
Chapters/Lessons	Resource
Chapter 3: Growth and Development	Health and Wellness:Mcgraw Hill

<p>Lessons Growing and Changing Your Muscles and Bones Your Heart and Lungs Your Digestive System Yours Senses and Nervous System Chapter 4: Nutrition Lessons Why You Need Food The Dietary Guidelines Choosing Healthful Meals and Snacks Food Safety</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Healthier Me ● Explore The Body ● Staying Healthy ● Puberty and Growing: Body Stuff ● Nutrition: Breakfast, Food Labels, Healthy Snacking ● Puberty ● Human Body Series 	<p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://platform.everfi.net/teacher/catalog (Make Free Account) ● https://kidshealth.org/en/kids/center/htbw-main-page.html#cattough-topics ● https://kidshealth.org/en/kids/stay-healthy/#cattough-topics ● https://kidshealth.org/en/kids/grow/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=body
<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

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
- 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 C: Personal Health and Safety	
Standard	
<p>2.1 Personal/Mental Health 2.3 Safety</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Personal Growth/Development Personal Safety 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</p>	

when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

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.

Primary Interdisciplinary Connections:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.

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
-

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

Students will know...

- Have regular checkups
- Help my parents or guardian keep my personal health record
- Follow a dental health plan
- Keep my eyes and ears healthy
- Be well-groomed
- Get enough rest and sleep
- Get plenty of physical activity
- Follow safety rules for sports/games
- Prevent injuries during physical

Students will be able to...

- Explain why you need medical checkups
- Describe why you need to keep your teeth healthy
- Summarize how to floss and brush your teeth
- Describe how to keep your eyes healthy
- Describe how to keep your ears healthy

activity

- Follow safety rules for my home and school
- Follow safety rules for riding in a car or bus
- Follow safety rules for biking, walking, skating and swimming
- Follow safety rules for my home and school
- Follow safety rules for hazardous weather conditions
- Follow safety rules to protect myself from people who might harm me
- Follow safety rules to protect myself against violence
- Stay away from gangs
- Follow safety rules to reduce my risk of injuries from guns
- Be ready for an emergency
- Be skilled in first aid

- Explain how to protect your hearing
- Explain why grooming your skin, hair, and nails is important
- Explain why getting enough rest is important to good health
- Discuss why being physically active is important
- Describe how you can work on physical fitness
- Describe how to improve fitness skills
- Describe what steps to include in a physical fitness plan
- Discuss ways to prevent injuries during physical activity
- List what safety equipment is needed for different sports
- Identify ways to be a good sport
- Describe how to prevent falls
- Explain how to prevent fires
- List ways to avoid injury from poisons
- Explain what computer safety means
- Explain how to keep safe around cars and buses
- List safety rules when walking, biking, skating, and riding a scooter
- Describe how to keep safe around water
- Discuss how to stay safe outdoors
- Explain how to stay safe in bad weather
- List safety rules for times when you are home with someone besides your parents or guardian
- List ways to stay safe from strangers
- Define what an unsafe touch is
- List ways that you can stay safe from a gang
- Explain safety rules to prevent injury from guns and knives
- Describe what to do if you find a weapon
- Explain how to call for help in an emergency
- Explain how to help an injured person
- Describe what safety rules to follow in

	<p>case of a disaster</p> <ul style="list-style-type: none"> • Describe precautions to take when giving first aid • Describe how to give first aid for cuts, scrapes, nosebleeds. Bruises, burns, insect stings, animal bites, reactions to poisonous plants, and choking • List items that should be part of a first aid kit
--	--

Instructional Plan

Chapters/Lessons	Resources
-------------------------	------------------

<p>Chapter 5: Personal Health and Physical Activity Lessons Checkups and Dental Health Your Eyes and Ears Good Grooming Physical Activity A Good Workout Safety and Physical Activity</p> <p>Chapter 6: Violence and Injury Prevention Lessons Indoor Safety Safety on the Go Safe in Wind and Weather Staying Safe Around People Staying Safe From Violence Emergencies How to Give First Aid</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> • Hand Washing/Sanitizing • Staying Safe • Being Good To My Body • Personal Health-Safety: Bike, Fire, Food, Online, Water • Bullying 	<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://kidshealth.org/en/kids/watch/#cattough-topics • https://kidshealth.org/en/kids/stay-healthy/#cattough-topics • https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal • https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems
---	--

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
- 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
- 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 D: Drugs and Disease Prevention	
Standard	

2.3 Safety

Disciplinary Concept/Performance Expectations

Health Conditions, Diseases and Medicines

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

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

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Dependency, Substances Disorder and Treatment

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Primary Interdisciplinary Connections:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

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

	<p>-</p> <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
--	--

Knowledge and Skills	
Content/Goals	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Use over-the-counter and prescription drugs in safe ways ● Choose not to drink alcohol ● Say “no” if someone offers me a harmful drug ● Choose not to use tobacco ● Try to protect myself from secondhand smoke ● Say “no” if someone offers me a harmful drug ● Say “no” if someone offers me a harmful drug ● Tell how someone who uses drugs in harmful ways can get help ● Choose not be involved in illegal drug use ● Choose habits that prevent the spread of germs ● Recognize symptoms for communicable diseases ● Get treatment for communicable diseases ● Tell ways to care for chronic health conditions ● Tell ways to care for asthma, allergies 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain ways medicines can help health ● Explain how prescription and over the counter (OTC) medicines differ ● List safety rules to follow for using medicines ● List ways that alcohol affects physical health ● Describe ways that alcohol affects how a person thinks, feels and acts ● List ways to say “no” to drinking alcohol ● Describe how smoking and smokeless tobacco harm health ● List ways that second hand tobacco smoke harms health ● Explain why ads try to get people to use tobacco ● List ways to say “no” to tobacco use ● Tell ways caffeine can harm health ● List the harmful effects of illegal drugs-marijuana, chemical inhalants, cocaine, crack and ecstasy ● Tell how to say “no” to illegal drugs and the benefits of a drug-free lifestyle
--	---

<p>and diabetes</p> <ul style="list-style-type: none"> Choose habits that prevent heart disease 	<ul style="list-style-type: none"> Explain how to get help for drug abuse Tell what causes disease Describe ways to prevent the spread of disease Explain how to treat flu, cold, and strep throat Identify ways the body keeps out germs Explain how the immune system fights disease Tell what chronic diseases are Describe ways to prevent chronic diseases Identify ways to show care, concern, and respect for people with special needs
--	---

Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 7: Alcohol and other Drugs Lessons Using Medicines Safely Alcohol Tobacco Other Drugs</p> <p>Chapter 8: Communicable and Chronic Diseases Lessons Diseases That Spread Fighting Disease Chronic Disease</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> Alcohol, Tobacco, and other Drugs Puberty and Growing Up: Drugs, Alcohol and Smoking Illnesses and Injuries Health Problems Infections, Diseases, Conditions 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems https://kidshealth.org/en/kids/grow/#cattough-topics https://kidshealth.org/en/kids/ill-injury/#cattough-topics https://kidshealth.org/en/kids/health-problems/#cattough-topics https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems

<ul style="list-style-type: none"> ● Fight The Bite, NJ 	<ul style="list-style-type: none"> ● https://www.nj.gov/health/cd/topics/vectorborne.shtml
--	---

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
- 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
- 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 Environmental	
Standard	
<p data-bbox="203 625 576 657">2.1 Personal/Mental Health</p> <p data-bbox="483 730 1140 762" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="203 772 706 804">Community Health Services/Support</p> <p data-bbox="203 804 1339 898">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).</p> <p data-bbox="203 909 1404 1003">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.</p>	
<p data-bbox="203 1108 738 1140">Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● RF.3.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. 	

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
-

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	Skills
----------------	---------------

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Check out sources of health information ● Check out ways of technology, media and culture influence health choices ● Choose safe and healthful products ● Cooperate with community and school health helpers ● Learn about health careers ● Choose healthful entertainment ● Spend time and money wisely ● Help protect my environment ● Keep air, land and water clean and safe ● Keep noise level safe ● Don't waste energy and resources ● Help keep my environment friendly 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe ways to be a consumer ● Identify ways to get health information ● Explain how you can check out commercials for health products ● Tell where health helpers work ● Tell what health helpers do ● Describe different kinds of healthful community activities ● Describe ways to organize your time and money ● Explain how people use natural resources ● Identify some kinds of pollution ● Explain how water is kept clean ● Explain how communities stay clean and healthful ● Tell what you can do to stop pollution ● Identify ways to save natural resources
--	--

Instructional Plan

Chapters/Lessons	Resources
-------------------------	------------------

<p>Chapter 9: Consumer and Community Health Lessons Be a Health-Wise Consumer Community Health Helpers Be an Active Community Member Chapter 10: Environmental Health Lessons Your Environment Protecting the Environment</p>	<p>Health and Wellness:Mcgraw Hill</p>
---	--

<p>Additional Online Resources</p> <ul style="list-style-type: none"> ● People, Places, and Things The Help ● Conserve The Environment 	<p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feel-better/#cattough-topics ● https://greenerideal.com/guides/green-living/how-to-teach-kids-to-serve-the-environment/
<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