

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

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 4th
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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and 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
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Take responsibility for my health ● Show good character ● Choose actions for a healthful self-concept ● Make responsible decisions ● Choose actions for a healthy self-concept ● Practice life skills ● Communicate my emotions in healthful ways ● Choose behaviors for a healthy mind ● Have a plan to manage stress ● Bounce back from hard times ● Show respect for all people ● Encourage others to take responsibility for their health ● Communicate in healthful ways ● Resolve conflicts in healthful ways ● Practice life skills ● Work to have healthful family relationships ● Work to have healthful family relationships ● Adjust to family changes in healthful ways ● Work to have healthful friendships 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain how total health reduces health risks ● Identify ways to improve health and wellness ● Describe the importance of practicing healthful behaviors ● Describe a healthy personality ● Identify the 6 parts of good character ● Explain how to use self-statements as a reminder of the responsible way to act ● Describe the difference between a responsible decision and a wrong decision ● Identify factors that influence decisions ● List and apply the steps to making responsible decisions ● Describe ways to have a healthy self-concept ● Describe how to set and achieve short-term health goals ● Identify different kinds of emotions ● Describe healthful ways to express emotions ● Explain healthful ways to prevent boredom ● Describe how the body responds to stress ● Explain ways to manage stress ● Explain the health benefits of a positive attitude ● Describe how to show respect in relationships ● Identify healthful ways to communicate with others ● List ways to help others be healthy ● Define self-control ● List strategies for controlling angry feelings ● Describe ways to stay away from fights ● Describe the four steps for resolving

	<p>conflicts</p> <ul style="list-style-type: none"> ● Apply the four steps for resolving conflicts ● Explain the importance of being close to family members ● Describe how family affects health ● Describe ways that family members work together ● Explain how a family adjusts to change ● Describe ways to adjust if parents separate or divorce ● Describe how families adjust to new family members ● List the actions of true friends ● Explain how to use resistance skills ● Identify the influence peers can have on character ● Describe healthful ways to make friends ● List actions to take when you feel left out ● Describe what to do when others try to harm you
--	--

Instructional Plan	
Chapters/Lessons	Resource
<p>Chapter 1 Mental and Emotional Health Lessons: A Plan for Good Health Good Character and Your Health Responsible Decisions Your Self-Concept Expressing Emotions Reducing Stress Chapter 2 Family and Social Health Lessons: Your Relationships Managing Your Emotions How a Healthful Family Functions How Families Change Healthful Relationships When Others Are Unkind</p>	<p>Health and Wellness:Mcgraw Hill</p>

Additional Topics Online

- Social/Emotional Learning: The Compassion Project: Lower Elementary (15 Lessons)
- Feelings: Emotions/Behaviors, Thoughts/Feelings
- Emotions

Additional Online Resources

- <https://platform.everfi.net/teacher/catalog>
- (Must make an account, its FREE)
- <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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and 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>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"> ● Care for my body systems ● Accept the ways my body changes as I grow ● Learn the stages of the life cycle ● Be glad that I'm unique ● Discover my learning style ● Choose habits for healthful growth and aging ● Eat healthful meals and snacks ● Eat correct amounts from MyPlate ● Follow the Dietary Guidelines ● Use table manners ● 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 ● Stay at a healthful weight 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how the human body is organized ● Explain how body systems work together ● Describe the structure and function of the skeletal system and how to keep bones strong ● Describe the structure and function of the muscular system and how to keep muscles strong and flexible ● Describe the structure and function of the skin and behaviors that protect it ● Describe the structure and function of the digestive system and behaviors that will protect it ● Describe the structure and function of the circulatory system and behaviors that will protect it ● Describe the structure and function of the respiratory system and behaviors that will protect it ● Describe the structure and function of the nervous system and behaviors that will protect it ● List the factors that affect growth ● Describe ways that you have changed since birth and how you are changing
---	---

	<p>during childhood</p> <ul style="list-style-type: none"> ● Explain why you are unique ● Identify different ways in which people learn ● Describe changes that will occur in adolescence ● Describe changes that will occur in adulthood ● List habits to practice for healthful growth and aging ● Identify the final stage of the life cycle ● List the important nutrients ● Describe energy sources for the body ● Explain why your body needs water, vitamins and minerals ● List the groups in MyPlate and their recommended amounts ● Lists ways to follow the Dietary Guidelines ● Identify healthful ways to eat ● Describe how table manners help keep you safe ● Explain the importance of reading food labels ● Identify appeals found in food ads ● Explain how to eat healthy at fast-food restaurants ● Describe a balanced diet ● Explain how to choose healthful foods ● Explain why you need to eat a healthful breakfast ● Identify ways to compare meals at fast food restaurants ● Identify ways people may adversely react to foods ● Explain ways to prevent foodborne illness ● Explain how to balance food intake with physical activity ● Identify ways to maintain a healthful weight
--	---

Instructional Plan	
---------------------------	--

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

Chapter 3 Growth and Development

Lessons:

Your Body Systems

Bones, Muscles and Skin

More Body Systems

The Stages of the Life Cycle

Your Future Growth

Chapter 4: Nutrition

Lessons:

Getting the Nutrients Your Body Needs

Masking Healthful Food Choices

Food Labels and Food Ads

Eating Healthful Meals and Snacks

Preventing Foodborne Illness

A Healthful Weight

Additional Online Topics

- Healthier Me
- Explore The Body
- Staying Healthy
- Puberty and Growing: Body Stuff
- Nutrition: Breakfast, Food Labels, Healthy Snacking
- Puberty
- Human Body Series

Health and Wellness:Mcgraw Hill

Additional Online Resources

- <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>

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 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</p>	

stroke (F.A.S.T.).

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and 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
- Keep eyes and ears healthy
- Follow a dental plan
- Be well groomed
- Get plenty of physical activity
- Follow safety rules for sports and games
- Prevent injuries during physical activity
- Get enough sleep and rest

Students will be able to...

- List the role of each member of your health-care team
- Describe ways to take care of your eyes
- Describe ways to take care of your ears
- Describe the structure and function of teeth
- List ways to care for teeth and gums
- Describe ways to protect teeth against injury

	<ul style="list-style-type: none"> ● Explain how to choose grooming products ● Identify ways the media tries to influence health behaviors ● List ways to care for skin, hair and nails ● Describe the physical, mental and social benefits of physical activity ● Explain why you need each of the 5 kinds of physical fitness ● List fitness skills you can use when playing sports and games ● Lists test that measure fitness ● Identify 5 exercises involved in a fitness test ● Describe the difference between aerobic and anaerobic exercise ● Identify lifetime sports you can enjoy now ● Explain the importance of taking responsibility for developing and maintaining a personal fitness plan ● Explain how you can be a good sport and a good teammate ● Identify ways to stay safe when you exercise and plays sports ● Describe how sleep affects performance
--	---

Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 5: Personal Health and Physical Activity Lessons Take Care of Your Health Take Care of Your Teeth Good Grooming Be Physically Active Be Physically Fit Set Up a Personal Fitness Plan Be Fair and Be Safe</p> <p>Chapter 6: Violence and Injury Prevention Lessons: Safety at Home and School Being Safe Outdoors</p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Ride Safely Being Safe From Violence Being Safe from Gangs How to Handle an Emergency First Aid Skills</p> <p>Additional Online Topics</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>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
--	---

<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 D: Drugs and Disease Prevention	
Standard	
2.3 Safety	
<p>Disciplinary Concept/Performance Expectations</p> <p>Health Conditions, Diseases and Medicines</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>Alcohol, Tobacco and Other Drugs</p> <p>.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.</p> <p>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.</p> <p>Dependency, Substances Disorder and Treatment</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products,</p>	

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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and 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...

- Use over-the-counter (OTC) and prescription drugs in safe ways

Students will be able to...

- List safety rules for taking prescription drugs

- Tell how someone who uses drugs in harmful ways can get help
- Choose not to drink alcohol
- Say “no” if someone offers me a harmful drug
- Choose not use tobacco
- Protect myself from secondhand smoke
- Tell how someone who uses drugs in harmful ways can get help
- Choose not to be involved in illegal drug use
- Choose habits that prevent the spread of germs
- Recognize symptoms and get treatment for communicable diseases
- Choose habits that reduce the risk of diabetes
- Tell ways to manage chronic health conditions
- Tell ways to manage asthma and allergies
- Choose habits that reduce the risk of heart disease
- Choose habits that reduce the risk of cancer

- Name safety rules for taking over the counter drugs
- Identify ways to prevent drug misuse
- Identify ways to prevent drug abuse
- Describe ways that alcohol harms physical health, mental and emotional health and family and social health
- List 10 reasons to say “no” to drinking alcohol
- Describe types of help available to someone who has a drinking problem
- List ways smoking tobacco harms health
- Explain ways secondhand smoke harms health
- List 5 reasons to say “no” to tobacco use
- Describe how to quit tobacco use
- Describe ways marijuana harms health
- Identify ways that the misuse or abuse of stimulants and depressants harms health
- Explain why it is harmful to abuse inhalants and steroids
- List 10 reasons to say “no” to drug abuse
- Name protective factors that help you say “no” to abusing drugs
- Describe ways to get help for people who abuse drugs
- List kinds of pathogens that cause disease
- Name ways that pathogens enter the body
- Describe habits that keep germs from spreading
- Explain how the body’s defenses work
- List habits that help protect you from diseases spread by pathogens
- List symptoms and treatments of communicable diseases
- List the cause, symptoms and treatment for some common childhood illnesses
- Describe ways to control diabetes and

	<p>reduce the risk of type 2 diabetes</p> <ul style="list-style-type: none"> ● List causes of chronic diseases ● Describe causes of allergies and ways to reduce the risk of allergy attacks ● Describe ways to reduce triggers for asthma ● Define heart disease ● Explain what causes a heart attack ● List ways to reduce the risk of heart disease and premature heart attack ● List ways to reduce the risk of skin, lung and colon cancer
--	--

Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 7: Alcohol, Tobacco, and Other Drugs Lessons: Safe Drug Use Alcohol and Health Tobacco and Health Drug Abuse Stay Drug Free</p> <p>Chapter 8: Communicable and Chronic Diseases Lessons: Diseases That Spread The Body's Defense Treating Disease Chronic Diseases Heart Disease Cancer</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
<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 <p>Special Education</p> <ul style="list-style-type: none"> ● 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 Health	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Community Health Services/Support</p> <p>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>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>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion 	
<p>Computer Science & Design Thinking</p> <p><u>8.1 Computer Science</u></p> <ul style="list-style-type: none"> ● 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. <p><u>8.2 Design Thinking</u></p> <ul style="list-style-type: none"> ● 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. 	
<p>Career Readiness, Life Literacies, & Key Skills</p>	

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...

- Check out sources of health information
- Check out ways technology, media

Students will be able to...

- Explain the purpose of advertisements and commercials
- Identify how to check out media

<p>and culture influence health choices</p> <ul style="list-style-type: none"> ● Choose safe and healthful products ● Spend time and money wisely ● Choose healthful entertainment ● Practice life skills ● Cooperate with community and school health helpers ● Learn about health careers ● Help protect my environment ● Help keep the air, land and water clean and safe ● Help keep noise at a safe level ● Help keep my environment friendly ● Practice life skills ● Not to waste energy and resources 	<p>messages</p> <ul style="list-style-type: none"> ● Describe how to make responsible choices about health-care products and services ● Describe responsible ways to spend money and time ● Explain how to choose healthful entertainment ● Describe 4 steps in making responsible decisions ● Apply the 4 steps in making responsible decisions ● List places where health helpers work in the community ● List health careers that benefit the community ● Define environment ● Identify kinds of land, air and water pollution ● Explain the harmful effects of noise pollution ● Describe ways to keep your school and community environment friendly ● Describe 4 steps in using good communication skills ● Apply the 4 steps in using good communication skills ● Explain how to keep land clean and safe ● Identify ways to keep the air clean and safe ● Describe ways to keep water clean and safe ● Describe ways to save water ● List ways to reduce, recycle and reuse ● Describe ways to save energy
---	---

Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 9: Consumer and Community Health Lessons: Consumers and Advertising</p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Wise Buys Community Health Care Chapter 10: Environmental Health Lessons: A Healthful Environment Reducing Pollution Conserving Resources</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