

<b>Readoption Date:</b>	January 25, 2023
<b>Created by:</b>	Curriculum Team

<b>Lakewood Physical Education Curriculum</b>	
<b>Course Area: Physical Education</b>	<b>Grade Level: 3rd</b>
Unit 1: Movement Skills/Concepts	Ongoing: i.e.80 days
Unit 2: Physical Fitness/Wellness	Ongoing: i.e. 80 days
Unit 3: Lifelong Fitness	20 days (Incorporate in warm-ups too)

### **Introduction**

All Ocean County students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-5 are a cohesive set of five 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 Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

<b>Unit 1: Movement Skills/ Concepts</b>	<b>Duration: Ongoing i.e. 80 days</b>
<b>Standard</b>	
<b>2.2 Physical Wellness</b>	
<b>Learning Targets</b>	
<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p> <p style="text-align: center;"><b>Core Ideas</b></p> <p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	
<b>Performance Expectations</b>	
<p><b>2.2.5.MSC.1:</b> Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p><b>2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>2.2.5.MSC.3:</b> Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p><b>2.2.5.MSC.4:</b> Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p><b>2.2.5.MSC.5:</b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p><b>2.2.5.MSC.6:</b> Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p><b>2.2.5.MSC.7:</b> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	

- 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**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### **8.2 Design Thinking**

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

### **Career Readiness, Life Literacies, & Key Skills**

#### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

#### **9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

### **Evidence of Student Learning**

#### **Performance Tasks/Use of Technology:**

- Stopwatches
- Pedometer

#### **Other Assessments**

- Formative:**
- Teacher Observation

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

<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Demonstrate changes in time, force, and flow while moving in personal and general space.</li> <li>● Respond in movement to changes in tempo, beat, rhythm, or musical style</li> <li>● Explain the role of regular physical activity in relation to personal health</li> <li>● Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> <li>● Explain the role of regular physical activity in relation to personal health</li> <li>● Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> <li>● Understand fundamental gross motor skills</li> <li>● Understand fundamental fine motor skills</li> <li>● Understanding of spatial awareness</li> <li>● Perform movement skills with</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain how executing essential elements of movement may affect one's personal health and fitness.</li> <li>● Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.</li> <li>● Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.</li> <li>● Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</li> <li>● Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner.</li> <li>● Explain and demonstrate how to strike an object continuously with a variety</li> </ul>

<p>developmentally appropriate control in isolated and applied settings</p> <ul style="list-style-type: none"> <li>● Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<p>of body parts and implements (hands, feet, and paddle/racquet).</p> <ul style="list-style-type: none"> <li>● Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</li> <li>● Explain and demonstrate how to control a variety of objects within non-competitive , cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.</li> <li>● Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> </ul>
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**Instructional Plan**

<b>Sports/Skills/Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● <b>Skill Theme Approach-</b> Teach the students the skills first then work your way up to a game.</li> </ul> <p><b>Various sports and skills</b></p> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>● <b>Locomotor/Non-locomotor:</b> Skipping, hoping, jumping, galloping, sliding</li> <li>● <b>Agility ladders-</b> speed/footwork</li> <li>● <b>Parachute</b></li> <li>● <b>Soccer:</b> Trapping, dribbling, passing, shooting</li> <li>● <b>Throwing/Catching-</b> underhand/overhand</li> <li>● <b>Frisbees</b></li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>● <b>Juggling-</b>Scarves/Balls</li> <li>● <b>Basketball-</b>Passing, Dribbling, Shooting</li> <li>● <b>Volleyball-</b>Setting/Bumping</li> <li>● <b>Hockey-</b>Dribbling, passing, shooting</li> <li>● <b>Bowling</b></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.org/">http://www.pecentral.org/</a></li> <li>● Greater Activities Newspaper</li> <li>● Ready-to-Use PE Activities K-5 Landy &amp; Landy</li> <li>● <a href="http://www.pecentral.org/">http://www.pecentral.org/</a></li> <li>● <a href="https://kidactivities.net/games-parachute/">https://kidactivities.net/games-parachute/</a></li> <li>● <a href="https://openphsyed.org/k2-primary-mo ds">https://openphsyed.org/k2-primary-mo ds</a></li> <li>● <a href="https://www.youtube.com/watch?v=ZTONIj7J4fk">https://www.youtube.com/watch?v=ZTONIj7J4fk</a></li> <li>● <a href="https://www.youtube.com/watch?v=9aN57S-BDPw">https://www.youtube.com/watch?v=9aN57S-BDPw</a></li> </ul>

- **Cup Stacking**
- **Badminton**

### **Spring**

- **Golf-** Putting, chipping
- **Lacrosse-** Passing, shooting, catching
- **Tennis-**Hitting/Striking
- **Baseball-**Throwing, catching, hitting
- **Field Day Events-** Spoon/Egg race, Potato Sack Race, 50 yard Dash

### **Activities**

**RPS-** The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.

**Locomotor Relay Races-** Students will be split into six teams and will practice performing locomotor skills through relay races.

**Follow the Leader:** Students will demonstrate changes in time, force, and flow while safely moving in self-space. Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety should play a role in these types of movements and activities.

**Move Slow/Move Fast:** Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.

**Just Dance:** Students will follow directions from teacher instructed dances and/or Wii: Just Dance

**Throwing and catching-** “Clean out your backyard game” - students will be continuously throwing one yarn ball at a time across to the other team.

**Card Sharks-** Students will dribble a ball to a card. Black card displayed- dribble the

amount of times numbered on the card. Red card, toss and catch the amount of times numbered on the card.

**Soccer-** Red Light, Green Light- Students work on dribbling/trapping the ball. Red light means they have to trap it, green light means they can dribble

**Sharks/Minnows-** Students dribble in a square and must keep their ball in it. The shark comes and tries to kick everyone's ball out. If your ball is kicked out you are out. The last person standing is the winner and they become the shark.

**Knockout-** Students dribble their ball keeping it in the square and they try to knock out their opponents ball while dribbling. The last one left is the winner.

**Home Run Derby-**Students will be working on striking a ball off of a tee or cone. You can have students get partners and the other person can be the outfielder, fielding the balls.

**Cup Stacking-** Students get a stack of six cups and must mirror the teacher and their stack. Kids put their hands up once they are done with their stack to see who the quickest is. Have students break down their stack. Cup stacking battles or teams. (1 vs 1, 2 vs 2, etc)

**Keep it up:** Students will practice individually and with a partner volleying by using proper set and bump skills of volleyball. Students will try to set or bump the ball consecutively keeping a count of success.

**Kan Jam-** Four players divided into teams of two are required to play the game. Members of the same team (partners) stand at opposite goals. Partners work together to score points, alternating as thrower and deflector.

**Frisbee Golf**

**Wii Bowling**

**Big Game Activities:**

**Castleball-** There are 2 teams and there are 2 castles made out of hula hoops. There is one blocker for each castle. The first team to knock down the other teams' castles is the winner.

**Trasketball:** Similar to castleball, but instead of building castles out of hula-hoops, you

have big garbage cans screwed down to a scooter and students throw balls in the cans scoring points.

**Protect your Pin-** Game can be played a few ways, but the easiest way is having 2 teams. Each student gets a pin and has to stand in front and protect; they must stay on their side of the gym. If your pin gets knocked down you become a thrower and the first team to knock down all of their opponents pins is the winner.

### **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

<b>Unit 2: Physical Fitness</b>	<b>Duration: Ongoing: i.e. 80 days</b>
<b>Standard</b>	
<b>2.2-Physical Wellness</b>	
<b>Learning Target</b>	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
<b>Core Idea</b>	
The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	
<b>Performance Expectations</b>	
<p><b>2.2.2.PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p><b>2.2.2.PF.2:</b> Explore how to move different body parts in a controlled manner.</p> <p><b>2.2.2.PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p><b>2.2.2.PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	
<b>Primary Interdisciplinary Connections:</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>• 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.</li> </ul>	

- 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**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### **8.2 Design Thinking**

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

### **9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

## **Evidence of Student Learning**

### **Performance Tasks/Use of Technology:**

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

### **Other Assessments**

#### **Formative:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

<ul style="list-style-type: none"> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>- Emoji Survey</li> <li>- Entrance/Exit Slips</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Student participation</li> <li>- Rubric score</li> <li>- Fitnessgram</li> <li>- Performance Test</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>- Baseline SGO</li> <li>- Mid-year SGO</li> <li>- End of Year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>- End of unit project</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> <li>• Develop a fitness goal and monitor towards achievement of the goal.</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that will maintain or improve each health-related and skill- related fitness component.</li> <li>• Develop health-related fitness goals based on the assessment of one’s personal fitness- level and track progress using health/fitness indicators.</li> <li>• Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.</li> </ul>

**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>Introduction of Fitnessgram Tests-</b> Students will be assessed on Curl ups, Pushups, Sit and Reach, Pacer, Shoulder Stretch</li> <li>• <b>Four Corner Fitness-</b> Students will</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cooperinstitute.org/fitnessgram">http://www.cooperinstitute.org/fitnessgram</a></li> <li>• <a href="http://www.pecentral.org/">http://www.pecentral.org/</a></li> <li>• <a href="https://www.pinterest.com/elempete">https://www.pinterest.com/elempete</a></li> </ul>

<p>be performing a locomotor movement around the perimeter of the gym until signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity.</p> <ul style="list-style-type: none"> <li>● <b>Healthy Heart-</b> Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity.</li> <li>● <b>How Do You Feel:</b> After performing activities, students will be asked how they feel. The students will be required to describe their physical state (heart beating fast, sweating, tired, energized, etc).</li> <li>● Incorporate strength training in warm-ups (push-ups, sit-ups, planks, etc)</li> <li>● Fitness Stations</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://openphased.org/k2-primary-mods">acher/pe-stations-instant-actvities/https://openphased.org/k2-primary-mods</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials</b></p> <ul style="list-style-type: none"> <li>● Textbooks</li> <li>● Chromebooks/ iPads</li> <li>● Physical Education equipment</li> <li>● Music</li> </ul>	
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>● Progression/ regression of students' skills</li> </ul>	

<b>Unit 3: Lifelong Fitness</b>	<b>Duration: Ongoing: i.e. 80 days</b>
<b>Standard</b>	
<p><b>2.2-Physical Wellness</b></p> <p style="text-align: center;"><b>Learning Target</b></p> <p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on</p>	

self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

### Core Ideas

Exploring wellness components provide a foundational experience of physical movement activities.  
Resources that support physical activity are all around you.

### Performance Expectations

- 2.2.2.LF.1:** Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2:** Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3:** Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4:** Identify physical activities available outside of school that are in the community.

### 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.

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer

#### Other Assessments

##### Formative:

- Teacher Observation

<ul style="list-style-type: none"> <li>● Progression Charts: i.e. sticker boards</li> <li>● QR codes with iPads</li> <li>● SmartBoard</li> <li>● Go Noodle</li> <li>● Music</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Checklist</li> <li>- Verbal question &amp; answer</li> <li>- Self-evaluation of performance and progress</li> <li>- Emoji Survey</li> <li>- Entrance/Exit Slips</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Student participation</li> <li>- Rubric score</li> <li>- Fitnessgram</li> <li>- Performance Test</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>- Baseline SGO</li> <li>- Mid-year SGO</li> <li>- End of Year SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>- End of unit project</li> </ul>
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Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to express their feelings/emotions during physical activity to promote positive behavior</li> <li>● How to control themselves performing movement skills on various surfaces</li> <li>● What flexibility is and different breathing exercises when it comes to yoga/mindfulness</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Demonstrate and recall the ways to express their feelings and emotions to promote positive behavior</li> <li>● Demonstrate and recall various breathing exercises and yoga poses</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li>● Yoga Videos/Mindfulness/Cosmic Kids Yoga</li> <li>● Yoga Bingo</li> <li>● Yoga Freeze Dance</li> <li>● Various stretches</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=xlg052EKMtk&amp;t=889s">https://www.youtube.com/watch?v=xlg052EKMtk&amp;t=889s</a></li> <li>● <a href="https://www.youtube.com/watch?v=EuwAj_JRdug">https://www.youtube.com/watch?v=EuwAj_JRdug</a></li> <li>● <a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a></li> </ul>

- Yoga Battles- Teacher says a yoga pose and the first student to perform the pose gets a point. Teacher demonstrates a yoga pose and the student must correctly say the name.
- Design own yoga program, teach it to the class (Partner or Groups)

[LHipGCj0PuM](#)

### 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

<b>Lakewood Health Education Curriculum</b>	
<b>Course Area: Health Education</b>	<b>Grade Level: 3rd</b>
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.

<b>Unit A: Mental and Emotional, Family, and Social Health</b>	
<b>Standard</b>	
<b>2.1 Personal and Mental Health</b>	
<b>Disciplinary Concepts/Performance Expectations</b>	
<b>Emotional Health</b>	
<b>2.1.5.EH.1:</b> Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.	
<b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.	
<b>2.1.5.EH.3:</b> 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**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

#### **8.2 Design Thinking**

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and

function of a product and a system.

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

### **9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

## **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"> <li>● Take responsibility for my health</li> <li>● Choose actions for a healthful self-concept</li> <li>● Communicate my emotions in healthful ways</li> <li>● Choose behaviors for a healthy mind</li> <li>● Bounce back from hard times</li> <li>● Show good character</li> <li>● Choose actions for a healthful self-concept</li> <li>● Make responsible decisions</li> <li>● Use resistance skills when necessary</li> <li>● Have a plan to manage stress</li> <li>● Show respect for all people</li> <li>● Communicate in healthful ways</li> <li>● Work to have healthful friendships</li> <li>● Resolve conflicts in healthful ways</li> <li>● Work to have healthful family relationships</li> <li>● Adjust to family changes in healthful ways</li> <li>● Encourage others to take responsibility for their health</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe 3 parts of health</li> <li>● Explain how choosing healthful behaviors protects your health</li> <li>● Identify how choosing risk behaviors can harm your health</li> <li>● Explain how practicing life skills can help you take responsibility for your health</li> <li>● Identify what makes you special</li> <li>● Describe actions that help you have a healthful self-concept</li> <li>● Explain different ways that people learn</li> <li>● Describe how to share emotions in healthful ways</li> <li>● Explain how to use I-messages</li> <li>● List ways to stay in a good mood</li> <li>● Describe ways to keep your mind healthy</li> <li>● Identify the 6 parts of good character</li> <li>● Explain why your friends and heroes should have good character</li> <li>● Describe how to show respect and what to do if you do something wrong</li> <li>● List questions to ask before you make a decision</li> <li>● Discuss ways to communicate with responsible adults about health decisions</li> <li>● Describe how to use resistance skills</li> <li>● Explain what effects stressors have on your body</li> <li>● Discuss the difference between healthful and harmful stress</li> <li>● Describe ways to manage your stress</li> <li>●</li> <li>● Describe ways to make a healthful relationship</li> <li>● List ways to show respect for other people</li> <li>● Identify healthful ways to communicate</li> </ul>

	<ul style="list-style-type: none"> <li>● List ways to get along better with others</li> <li>● Describe how peer pressure works</li> <li>● Explain what it means to be a family</li> <li>● List ways to be a responsible member</li> <li>● Describe how to adjust to family changes in healthful ways</li> <li>● Explain why you need friends</li> <li>● List ways to make new friends</li> <li>● Explain how friends can help each other make responsible decisions</li> </ul>
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Instructional Plan	
Chapters/Lessons	Resource
<p><b>Chapter 1 Mental/Emotional Health</b>  Lessons:  Health is Well-Being  Your Self-Concept  Your Mind and Emotions  Good Character Matters  Making Responsible Decisions</p> <p><b>Chapter 2 Family and Social Health</b>  Lessons:  Healthy Relationships  Resolve Conflict  My Family  My Friends</p> <p><b>Additional Online Lessons</b></p> <ul style="list-style-type: none"> <li>● Social/Emotional Learning: The Compassion Project: Lower Elementary (15 Lessons)</li> <li>● Feelings: Emotions/Behaviors, Thoughts/Feelings</li> <li>● Emotions</li> </ul>	<p>Health and Wellness:Mcgraw Hill</p> <p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="https://platform.everfi.net/teacher/catalog">https://platform.everfi.net/teacher/catalog</a></li> </ul> <p>(Must make an account, its FREE)</p> <ul style="list-style-type: none"> <li>● <a href="https://kidshealth.org/en/kids/feeling/#cattough-topics">https://kidshealth.org/en/kids/feeling/#cattough-topics</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal</a></li> </ul>

<b>Core Instructional and Supplemental Materials</b>
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- 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)
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- Allowing for additional wait time for student responses during conversations
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- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
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### 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
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- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

#### **504 Plans**

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
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- 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
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- Provide whole group enrichment explorations
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
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**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

<b>Unit B: Growth and Nutrition</b>	
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## 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

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

## **8.2 Design Thinking**

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

### **9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

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

Instructional Plan	
Chapters/Lessons	Resource
<p><b>Chapter 3: Growth and Development</b>  Lessons  Growing and Changing  Your Muscles and Bones  Your Heart and Lungs  Your Digestive System  Your Senses and Nervous System</p> <p><b>Chapter 4: Nutrition</b>  Lessons  Why You Need Food  The Dietary Guidelines  Choosing Healthful Meals and Snacks  Food Safety</p> <p><b>Additional Online Lessons</b></p> <ul style="list-style-type: none"> <li>● Healthier Me</li> <li>● Explore The Body</li> <li>● Staying Healthy</li> <li>● Puberty and Growing: Body Stuff</li> <li>● Nutrition: Breakfast, Food Labels, Healthy Snacking</li> <li>● Puberty</li> <li>● Human Body Series</li> </ul>	<p>Health and Wellness:Mcgraw Hill</p> <p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="https://platform.everfi.net/teacher/catalog">https://platform.everfi.net/teacher/catalog</a> (Make Free Account)</li> <li>● <a href="https://kidshealth.org/en/kids/center/htbw-main-page.html#cattough-topics">https://kidshealth.org/en/kids/center/htbw-main-page.html#cattough-topics</a></li> <li>● <a href="https://kidshealth.org/en/kids/stay-healthy/#cattough-topics">https://kidshealth.org/en/kids/stay-healthy/#cattough-topics</a></li> <li>● <a href="https://kidshealth.org/en/kids/grow/#cattough-topics">https://kidshealth.org/en/kids/grow/#cattough-topics</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=body">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=body</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials</b></p> <ul style="list-style-type: none"> <li>● Textbooks</li> <li>● Chromebooks/ iPads</li> <li>● Physical Education equipment</li> <li>● Music</li> </ul>	

**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

<b>Unit C: Personal Health and Safety</b>	
<p><b>Standard</b></p> <p><b>2.1 Personal/Mental Health</b></p> <p><b>2.3 Safety</b></p>	

## Disciplinary Concept/Performance Expectations

### 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 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

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### 8.2 Design Thinking

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

## Career Readiness, Life Literacies, & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

### **9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

## **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

*Students will be able to...*

- Explain why you need medical

- 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 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

- 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
- 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

	<p>gang</p> <ul style="list-style-type: none"> <li>● Explain safety rules to prevent injury from guns and knives</li> <li>● Describe what to do if you find a weapon</li> <li>● Explain how to call for help in an emergency</li> <li>● Explain how to help an injured person</li> <li>● Describe what safety rules to follow in case of a disaster</li> <li>● Describe precautions to take when giving first aid</li> <li>● Describe how to give first aid for cuts, scrapes, nosebleeds. Bruises, burns, insect stings, animal bites, reactions to poisonous plants, and choking</li> <li>● List items that should be part of a first aid kit</li> </ul>
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**Instructional Plan**

<b>Chapters/Lessons</b>	<b>Resources</b>
<p><b>Chapter 5: Personal Health and Physical Activity</b>  Lessons  Checkups and Dental Health  Your Eyes and Ears  Good Grooming  Physical Activity  A Good Workout  Safety and Physical Activity</p> <p><b>Chapter 6: Violence and Injury Prevention</b>  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><b>Additional Online Lessons</b></p> <ul style="list-style-type: none"> <li>● Hand Washing/Sanitizing</li> <li>● Staying Safe</li> <li>● Being Good To My Body</li> </ul>	<p>Health and Wellness:Mcgraw Hill</p> <p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf">https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf</a></li> <li>● <a href="https://kidshealth.org/en/kids/watch/#cattough-topics">https://kidshealth.org/en/kids/watch/#cattough-topics</a></li> <li>● <a href="https://kidshealth.org/en/kids/stay-h">https://kidshealth.org/en/kids/stay-h</a></li> </ul>

<ul style="list-style-type: none"> <li>● Personal Health-Safety: Bike, Fire, Food, Online, Water</li> <li>● Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal">ealthy/#cattough-topics</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=personal</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=problems</a></li> </ul>
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**Core Instructional and Supplemental Materials**

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

**Teacher Notes:**

- Progression/ regression of students' skills

**SUGGESTED OPTIONS FOR DIFFERENTIATION**

**English Language Learners**

- Visuals
- 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
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**Special Education**

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
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- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
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- Preferential seating
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- 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
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- Active Engagement using visual, auditory, kinesthetic tactile activities

#### **504 Plans**

- Preferential seating
- Use visuals
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- Chants, songs
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- Allow extra time to complete assignments or tests
- Work in small group
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#### **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
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- Encourage upper level intellectual behavior based on Bloom's Taxonomy
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- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

#### **Students at Risk of School Failure**

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

- One on one conferencing
- Istation computerized intervention program

**Unit D: Drugs and Disease Prevention**

**Standard**

**2.3 Safety**

**Disciplinary Concept/Performance Expectations**

**Health Conditions, Diseases and Medicines**

**2.3.5.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**

**.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**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**8.2 Design Thinking**

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

**Career Readiness, Life Literacies, & Key Skills**

**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

**9.4 Life Literacies & Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

**Evidence of Student Learning**

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

<b>Content/Goals</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Use over-the-counter and prescription drugs in safe ways</li> <li>● Choose not to drink alcohol</li> <li>● Say “no” if someone offers me a harmful drug</li> <li>● Choose not to use tobacco</li> <li>● Try to protect myself from secondhand smoke</li> <li>● Say “no” if someone offers me a harmful drug</li> <li>● Say “no” if someone offers me a harmful drug</li> <li>● Tell how someone who uses drugs in harmful ways can get help</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain ways medicines can help health</li> <li>● Explain how prescription and over the counter (OTC) medicines differ</li> <li>● List safety rules to follow for using medicines</li> <li>● List ways that alcohol affects physical health</li> <li>● Describe ways that alcohol affects how a person thinks, feels and acts</li> <li>● List ways to say “no” to drinking alcohol</li> <li>● Describe how smoking and smokeless tobacco harm health</li> </ul>
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<ul style="list-style-type: none"> <li>● Choose not be involved in illegal drug use</li> <li>● Choose habits that prevent the spread of germs</li> <li>● Recognize symptoms for communicable diseases</li> <li>● Get treatment for communicable diseases</li> <li>● Tell ways to care for chronic health conditions</li> <li>● Tell ways to care for asthma, allergies and diabetes</li> <li>● Choose habits that prevent heart disease</li> </ul>	<ul style="list-style-type: none"> <li>● List ways that second hand tobacco smoke harms health</li> <li>● Explain why ads try to get people to use tobacco</li> <li>● List ways to say “no” to tobacco use</li> <li>● Tell ways caffeine can harm health</li> <li>● List the harmful effects of illegal drugs-marijuana, chemical inhalants, cocaine, crack and ecstasy</li> <li>● Tell how to say “no” to illegal drugs and the benefits of a drug-free lifestyle</li> <li>● Explain how to get help for drug abuse</li> <li>● Tell what causes disease</li> <li>● Describe ways to prevent the spread of disease</li> <li>● Explain how to treat flu, cold, and strep throat</li> <li>● Identify ways the body keeps out germs</li> <li>● Explain how the immune system fights disease</li> <li>● Tell what chronic diseases are</li> <li>● Describe ways to prevent chronic diseases</li> <li>● Identify ways to show care, concern, and respect for people with special needs</li> </ul>
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**Instructional Plan**

Chapters/Lessons	Resources
<p><b>Chapter 7: Alcohol and other Drugs</b>  Lessons  Using Medicines Safely  Alcohol  Tobacco  Other Drugs</p> <p><b>Chapter 8: Communicable and Chronic Diseases</b>  Lessons  Diseases That Spread  Fighting Disease  Chronic Disease</p> <p><b>Additional Online Lessons</b></p> <ul style="list-style-type: none"> <li>● Alcohol, Tobacco, and other Drugs</li> </ul>	<p>Health and Wellness:Mcgraw Hill</p> <p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.kidshealth.org/cl">https://classroom.kidshealth.org/cl</a></li> </ul>

<ul style="list-style-type: none"> <li>● Puberty and Growing Up: Drugs, Alcohol and Smoking</li> <li>● Illnesses and Injuries</li> <li>● Health Problems</li> <li>● Infections, Diseases, Conditions</li> <li>● Fight The Bite, NJ</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://kidshealth.org/en/kids/grow/#cattough-topics">assroom/index.jsp?Grade=35&amp;Section=problems</a></li> <li>● <a href="https://kidshealth.org/en/kids/grow/#cattough-topics">https://kidshealth.org/en/kids/grow/#cattough-topics</a></li> <li>● <a href="https://kidshealth.org/en/kids/ill-injury/#cattough-topics">https://kidshealth.org/en/kids/ill-injury/#cattough-topics</a></li> <li>● <a href="https://kidshealth.org/en/kids/health-problems/#cattough-topics">https://kidshealth.org/en/kids/health-problems/#cattough-topics</a></li> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&amp;Section=problems</a></li> <li>● <a href="https://www.nj.gov/health/cd/topics/vectorborne.shtml">https://www.nj.gov/health/cd/topics/vectorborne.shtml</a></li> </ul>
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**Core Instructional and Supplemental Materials**

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

**Teacher Notes:**

- Progression/ regression of students' skills

**SUGGESTED OPTIONS FOR DIFFERENTIATION**

**English Language Learners**

- Visuals
- 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

<b>Unit E: Community and Environmental</b>	
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<b>Standard</b>	
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<b>2.1 Personal/Mental Health</b>	
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<b>Disciplinary Concept/Performance Expectations</b>	
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<b>Community Health Services/Support</b>	
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<p><b>2.1.5.CHSS.1:</b> 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>	
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<p><b>2.1.5.CHSS.2:</b> 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>	
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<b>Primary Interdisciplinary Connections:</b>	
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| <ul style="list-style-type: none"> <li>● 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.</li> <li>● RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>● 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"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul> </li> </ul> |  |
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## Computer Science & Design Thinking

### 8.1 Computer Science

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### 8.2 Design Thinking

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

## Career Readiness, Life Literacies, & Key Skills

### 9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### 9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

### 9.4 Life Literacies & Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

## Evidence of Student Learning

### **Performance Tasks/Use of Technology:**

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

### **Other Assessments**

#### **Formative:**

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

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

#### **Benchmark:**

	<ul style="list-style-type: none"> <li>- Baseline SGO</li> <li>- Mid-year SGO</li> <li>- End of year SGO</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>- End of unit project</li> </ul>
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Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Check out sources of health information</li> <li>● Check out ways of technology, media and culture influence health choices</li> <li>● Choose safe and healthful products</li> <li>● Cooperate with community and school health helpers</li> <li>● Learn about health careers</li> <li>● Choose healthful entertainment</li> <li>● Spend time and money wisely</li> <li>● Help protect my environment</li> <li>● Keep air, land and water clean and safe</li> <li>● Keep noise level safe</li> <li>● Don't waste energy and resources</li> <li>● Help keep my environment friendly</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe ways to be a consumer</li> <li>● Identify ways to get health information</li> <li>● Explain how you can check out commercials for health products</li> <li>● Tell where health helpers work</li> <li>● Tell what health helpers do</li> <li>● Describe different kinds of healthful community activities</li> <li>● Describe ways to organize your time and money</li> <li>● Explain how people use natural resources</li> <li>● Identify some kinds of pollution</li> <li>● Explain how water is kept clean</li> <li>● Explain how communities stay clean and healthful</li> <li>● Tell what you can do to stop pollution</li> <li>● Identify ways to save natural resources</li> </ul>
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Instructional Plan	
Chapters/Lessons	Resources
<p><b>Chapter 9: Consumer and Community Health</b>  Lessons  Be a Health-Wise Consumer  Community Health Helpers  Be an Active Community Member  <b>Chapter 10: Environmental Health</b></p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Lessons Your Environment Protecting the Environment</p> <p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>• People, Places, and Things The Help</li> <li>• Conserve The Environment</li> </ul>	<p><b>Additional Online Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://kidshealth.org/en/kids/feel-better/#cattough-topics">https://kidshealth.org/en/kids/feel-better/#cattough-topics</a></li> <li>• <a href="https://greenerideal.com/guides/green-living/how-to-teach-kids-to-serve-the-environment/">https://greenerideal.com/guides/green-living/how-to-teach-kids-to-serve-the-environment/</a></li> </ul>
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SUGGESTED OPTIONS FOR DIFFERENTIATION
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