

<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: 4th</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.

**Unit 1: Movement Skills/ Concepts**

**Standard**

**2.2 Physical Wellness**

**Learning Targets**

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).

**Core Ideas**

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.

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.

Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

**Performance Expectations**

**2.2.5.MSC.1:** 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).

**2.2.5.MSC.2:** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

**2.2.5.MSC.3:** 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).

**2.2.5.MSC.4:** Develop the necessary body control to improve stability and balance during movement and physical activity.

**2.2.5.MSC.5:** Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

**2.2.5.MSC.6:** 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.

**2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

**Primary Interdisciplinary Connections:**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

### **Computer Science & Design Thinking**

#### **8.1 Computer Science**

- 8.1.5.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

<ul style="list-style-type: none"> <li>● SmartBoard</li> <li>● Go Noodle</li> <li>● Music</li> </ul>	
<b>Knowledge and Skills</b>	
<b>Content</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 developmentally appropriate control in isolated and applied settings</li> <li>● Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Instructional Plan</b>	
<b>Sports/Skills/Activities</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></li> </ul>	

Skipping, hopping, jumping, galloping, sliding

- **Agility ladders-** speed/footwork
- **Parachute**
- **Soccer:** Trapping, dribbling, passing, shooting
- **Throwing/Catching-** underhand/overhand
- **Frisbees**

#### **Winter**

- **Juggling-**Scarves/Balls
- **Basketball-**Passing, Dribbling, Shooting
- **Volleyball-**Setting/Bumping
- **Hockey-**Dribbling, passing, shooting
- **Bowling**
- **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
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- 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>	
<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).	

- 2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3:** Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

### **Primary Interdisciplinary Connections:**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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## **Computer Science & Design Thinking**

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

### **9.1 Personal Financial Literacy**

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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> </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>

Knowledge and Skills	
Content	Skills
<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	
Suggested Activities	Resources
<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 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.</li> <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="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/elempeteacher/pe-stations-instant-activities/">https://www.pinterest.com/elempeteacher/pe-stations-instant-activities/</a></li> <li>● <a href="https://openphased.org/k2-primary-mods">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>SUGGESTED OPTIONS FOR DIFFERENTIATION</b>
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### **English Language Learners**

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#### *Strategies:*

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#### **504 Plans**

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
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- Do not always be explicit, allow for discovery
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<b>Unit 3: Lifelong Fitness</b>	<b>Duration: Ongoing: i.e. 80 days</b>
<b>Standard</b>	
<p data-bbox="203 1465 495 1497"><b>2.2-Physical Wellness</b></p> <p data-bbox="698 1528 925 1560" style="text-align: center;"><b>Learning Target</b></p> <p data-bbox="203 1570 1404 1822">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 self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	

### **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:**

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- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

### **Computer Science & Design Thinking**

#### **8.1 Computer Science**

- 8.1.5.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**

**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>
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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> <li>• 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.</li> <li>• Design own yoga program, teach it to the class (Partner or Groups)</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=LHjpGCj0PuM">https://www.youtube.com/watch?v=LHjpGCj0PuM</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>

SUGGESTED OPTIONS FOR DIFFERENTIATION
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Visuals</li> <li>• Gesturing</li> <li>• Miming and roleplaying</li> </ul>

- 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.)
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- Teacher modeling
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- 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
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- Work longer books as skills in reading increase
- Use visuals
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- Choral reading
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- Work in small group
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- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
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**504 Plans**

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- Introduce key vocabulary before lesson
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### **Gifted and Talented**

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
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Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 4th
Unit A: Mental and Emotional, Family, and Social Health	20 days
Unit B: Growth and Nutrition	20 days
Unit C: Personal Health and Safety	20 days
Unit D: Drugs and Disease Prevention	20 days
Unit E: Community and Environment Health	20 days

**Introduction**

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

<b>Unit A: Mental and Emotional, Family, and Social Health</b>	
<b>Standard</b> <b>2.1 Personal and Mental Health</b>	
<p style="text-align: center;"><b>Disciplinary Concepts/Performance Expectations</b></p> <p><b>Emotional Health</b></p> <p><b>2.1.5.EH.1:</b> Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p><b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p><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).</p> <p><b>2.1.5.EH.4:</b> Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p><b>Social Health</b></p> <p><b>2.1.5.SSH.3:</b> 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).</p> <p><b>2.1.5.SSH.4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p><b>2.1.5.SSH.5:</b> Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p><b>2.1.5.SSH.6:</b> Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p><b>Community Health Services and Support</b></p> <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> <p><b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>	
<p><b>Primary Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in</li> </ul>	

groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

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

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- Teacher Observation
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<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> <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>● Take responsibility for my health</li> <li>● Show good character</li> <li>● Choose actions for a healthful self-concept</li> <li>● Make responsible decisions</li> <li>● Choose actions for a healthy self-concept</li> <li>● Practice life skills</li> <li>● Communicate my emotions in healthful ways</li> <li>● Choose behaviors for a healthy mind</li> <li>● Have a plan to manage stress</li> <li>● Bounce back from hard times</li> <li>● Show respect for all people</li> <li>● Encourage others to take responsibility for their health</li> <li>● Communicate in healthful ways</li> <li>● Resolve conflicts in healthful ways</li> <li>● Practice life skills</li> <li>● Work to have healthful family relationships</li> <li>● Work to have healthful family relationships</li> <li>● Adjust to family changes in healthful ways</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain how total health reduces health risks</li> <li>● Identify ways to improve health and wellness</li> <li>● Describe the importance of practicing healthful behaviors</li> <li>● Describe a healthy personality</li> <li>● Identify the 6 parts of good character</li> <li>● Explain how to use self-statements as a reminder of the responsible way to act</li> <li>● Describe the difference between a responsible decision and a wrong decision</li> <li>● Identify factors that influence decisions</li> <li>● List and apply the steps to making responsible decisions</li> <li>● Describe ways to have a healthy self-concept</li> <li>● Describe how to set and achieve short-term health goals</li> <li>● Identify different kinds of emotions</li> <li>● Describe healthful ways to express emotions</li> </ul>
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- Work to have healthful friendships

- Explain healthful ways to prevent boredom
- Describe how the body responds to stress
- Explain ways to manage stress
- Explain the health benefits of a positive attitude
- Describe how to show respect in relationships
- Identify healthful ways to communicate with others
- List ways to help others be healthy
- Define self-control
- List strategies for controlling angry feelings
- Describe ways to stay away from fights
- Describe the four steps for resolving conflicts
- Apply the four steps for resolving conflicts
- Explain the importance of being close to family members
- Describe how family affects health
- Describe ways that family members work together
- Explain how a family adjusts to change
- Describe ways to adjust if parents separate or divorce
- Describe how families adjust to new family members
- List the actions of true friends
- Explain how to use resistance skills
- Identify the influence peers can have on character
- Describe healthful ways to make friends
- List actions to take when you feel left out
- Describe what to do when others try to harm you

Instructional Plan	
Chapters/Lessons	Resource
<p><b>Chapter 1 Mental and Emotional Health</b>  Lessons:  A Plan for Good Health  Good Character and Your Health  Responsible Decisions  Your Self-Concept  Expressing Emotions  Reducing Stress</p> <p><b>Chapter 2 Family and Social Health</b>  Lessons:  Your Relationships  Managing Your Emotions  How a Healthful Family Functions  How Families Change  Healthful Relationships  When Others Are Unkind</p> <p><b>Additional Topics Online</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>
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<b>Unit B: Growth and Nutrition</b>	
<b>Standard</b>	
<b>2.1 Personal/Mental Health</b> <b>2.2 Physical Wellness</b>	
<b>Disciplinary Concept/Performance Expectations</b>	
<b>Personal Growth/Development</b> <b>2.1.5.PGD.1:</b> 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). <b>2.1.5.PGD.2:</b> Examine how the body changes during puberty and how these changes influence personal self-care. <b>2.1.5.PGD.3:</b> Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. <b>2.1.5.PGD.5:</b> 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. <b>Nutrition</b> <b>2.2.5.N.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight,	

lowers risk of disease, and keeps body systems functioning effectively.

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

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

**Primary Interdisciplinary Connections:**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
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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>● Care for my body systems</li> <li>● Accept the ways my body changes as I grow</li> <li>● Learn the stages of the life cycle</li> <li>● Be glad that I'm unique</li> <li>● Discover my learning style</li> <li>● Choose habits for healthful growth and aging</li> <li>● Eat healthful meals and snacks</li> <li>● Eat correct amounts from MyPlate</li> <li>● Follow the Dietary Guidelines</li> <li>● Use table manners</li> <li>● Read food labels</li> <li>● Check out food ads</li> <li>● Choose healthful foods when eating at</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe how the human body is organized</li> <li>● Explain how body systems work together</li> <li>● Describe the structure and function of the skeletal system and how to keep bones strong</li> <li>● Describe the structure and function of the muscular system and how to keep muscles strong and flexible</li> <li>● Describe the structure and function of the skin and behaviors that protect it</li> <li>● Describe the structure and function of the digestive system and behaviors that will protect it</li> </ul>
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fast-food restaurants

- Protect others and myself against germs in foods and beverages
- Stay at a healthful weight

- Describe the structure and function of the circulatory system and behaviors that will protect it
- Describe the structure and function of the respiratory system and behaviors that will protect it
- Describe the structure and function of the nervous system and behaviors that will protect it
- List the factors that affect growth
- Describe ways that you have changed since birth and how you are changing during childhood
- Explain why you are unique
- Identify different ways in which people learn
- Describe changes that will occur in adolescence
- Describe changes that will occur in adulthood
- List habits to practice for healthful growth and aging
- Identify the final stage of the life cycle
- List the important nutrients
- Describe energy sources for the body
- Explain why your body needs water, vitamins and minerals
- List the groups in MyPlate and their recommended amounts
- Lists ways to follow the Dietary Guidelines
- Identify healthful ways to eat
- Describe how table manners help keep you safe
- Explain the importance of reading food labels
- Identify appeals found in food ads
- Explain how to eat healthy at fast-food restaurants
- Describe a balanced diet
- Explain how to choose healthful foods
- Explain why you need to eat a healthful breakfast
- Identify ways to compare meals at fast food restaurants

	<ul style="list-style-type: none"> <li>● Identify ways people may adversely react to foods</li> <li>● Explain ways to prevent foodborne illness</li> <li>● Explain how to balance food intake with physical activity</li> <li>● Identify ways to maintain a healthful weight</li> </ul>
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**Instructional Plan**

<b>Chapters/Lessons</b>	<b>Resources</b>
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<p><b>Chapter 3 Growth and Development</b>  Lessons:  Your Body Systems  Bones, Muscles and Skin  More Body Systems  The Stages of the Life Cycle  Your Future Growth</p> <p><b>Chapter 4: Nutrition</b>  Lessons:  Getting the Nutrients Your Body Needs  Masking Healthful Food Choices  Food Labels and Food Ads  Eating Healthful Meals and Snacks  Preventing Foodborne Illness  A Healthful Weight</p> <p><b>Additional Online Topics</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>
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<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>	

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

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

#### **504 Plans**

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

#### **Gifted and Talented**

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list

- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

**Students at Risk of School Failure**

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

## Unit C: Personal Health and Safety

### Standard

#### 2.1 Personal/Mental Health

#### 2.3 Safety

### 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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

### Computer Science & Design Thinking

#### 8.1 Computer Science

- 8.1.5.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>● Have regular checkups</li> <li>● Keep eyes and ears healthy</li> <li>● Follow a dental plan</li> <li>● Be well groomed</li> <li>● Get plenty of physical activity</li> <li>● Follow safety rules for sports and games</li> <li>● Prevent injuries during physical activity</li> <li>● Get enough sleep and rest</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● List the role of each member of your health-care team</li> <li>● Describe ways to take care of your eyes</li> <li>● Describe ways to take care of your ears</li> <li>● Describe the structure and function of teeth</li> <li>● List ways to care for teeth and gums</li> <li>● Describe ways to protect teeth against injury</li> <li>● Explain how to choose grooming products</li> <li>● Identify ways the media tries to influence health behaviors</li> <li>● List ways to care for skin, hair and nails</li> <li>● Describe the physical, mental and social benefits of physical activity</li> <li>● Explain why you need each of the 5 kinds of physical fitness</li> <li>● List fitness skills you can use when playing sports and games</li> <li>● Lists test that measure fitness</li> <li>● Identify 5 exercises involved in a fitness test</li> <li>● Describe the difference between aerobic and anaerobic exercise</li> <li>● Identify lifetime sports you can enjoy now</li> <li>● Explain the importance of taking responsibility for developing and maintaining a personal fitness plan</li> <li>● Explain how you can be a good sport and a good teammate</li> <li>● Identify ways to stay safe when you exercise and plays sports</li> <li>● Describe how sleep affects performance</li> </ul>
<b>Instructional Plan</b>	
<b>Chapters/Lessons</b>	<b>Resources</b>

**Chapter 5: Personal Health and Physical Activity**

Lessons

- Take Care of Your Health
- Take Care of Your Teeth
- Good Grooming
- Be Physically Active
- Be Physically Fit
- Set Up a Personal Fitness Plan
- Be Fair and Be Safe

**Chapter 6: Violence and Injury Prevention**

Lessons:

- Safety at Home and School
- Being Safe Outdoors
- Ride Safely
- Being Safe From Violence
- Being Safe from Gangs
- How to Handle an Emergency
- First Aid Skills

**Additional Online Topics**

- Hand Washing/Sanitizing
- Staying Safe
  
- Being Good To My Body
  
- Personal Health-Safety: Bike, Fire, Food, Online, Water
  
  
- Bullying

Health and Wellness:Mcgraw Hill

**Additional Online Resources**

- <https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf>
- <https://kidshealth.org/en/kids/watch/#cattough-topics>
- <https://kidshealth.org/en/kids/stay-healthy/#cattough-topics>
- <https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal>
- <https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems>

**Core Instructional and Supplemental Materials**

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

**Teacher Notes:**

- Progression/ regression of students' skills

**SUGGESTED OPTIONS FOR DIFFERENTIATION**

### **English Language Learners**

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

#### *Strategies:*

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

### **Special Education**

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
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#### **504 Plans**

- Preferential seating
- Use visuals
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- Allow extra time to complete assignments or tests
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- Follow all modifications/504 plan

#### **Gifted and Talented**

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- 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
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- Provide peer tutoring
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<b>Unit D: Drugs and Disease Prevention</b>	
<b>Standard</b>	
<b>2.3 Safety</b>	
<p><b>Disciplinary Concept/Performance Expectations</b></p> <p><b>Health Conditions, Diseases and Medicines</b></p> <p><b>2.3.5.HCDM.1:</b> Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p><b>2.3.5.HCDM.2:</b> Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p><b>2.3.5.HCDM.3:</b> Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p><b>Alcohol, Tobacco and Other Drugs</b></p> <p><b>.3.5.ATD.1:</b> Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). <b>2.3.5.ATD.2:</b> Describe health concerns</p>	

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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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**Computer Science & Design Thinking**

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**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

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- Pedometer
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- 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>● Use over-the-counter (OTC) and prescription drugs in safe ways</li> <li>● Tell how someone who uses drugs in harmful ways can get help</li> <li>● Choose not to drink alcohol</li> <li>● Say “no” if someone offers me a harmful drug</li> <li>● Choose not use tobacco</li> <li>● Protect myself from secondhand smoke</li> <li>● Tell how someone who uses drugs in harmful ways can get help</li> <li>● Choose not to be involved in illegal drug use</li> <li>● Choose habits that prevent the spread of germs</li> <li>● Recognize symptoms and get treatment for communicable diseases</li> <li>● Choose habits that reduce the risk of diabetes</li> <li>● Tell ways to manage chronic health conditions</li> <li>● Tell ways to manage asthma and allergies</li> <li>● Choose habits that reduce the risk of heart disease</li> <li>● Choose habits that reduce the risk of cancer</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● List safety rules for taking prescription drugs</li> <li>● Name safety rules for taking over the counter drugs</li> <li>● Identify ways to prevent drug misuse</li> <li>● Identify ways to prevent drug abuse</li> <li>● Describe ways that alcohol harms physical health, mental and emotional health and family and social health</li> <li>● List 10 reasons to say “no” to drinking alcohol</li> <li>● Describe types of help available to someone who has a drinking problem</li> <li>● List ways smoking tobacco harms health</li> <li>● Explain ways secondhand smoke harms health</li> <li>● List 5 reasons to say “no” to tobacco use</li> <li>● Describe how to quit tobacco use</li> <li>● Describe ways marijuana harms health</li> <li>● Identify ways that the misuse or abuse of stimulants and depressants harms health</li> <li>● Explain why it is harmful to abuse inhalants and steroids</li> <li>● List 10 reasons to say “no” to drug abuse</li> <li>● Name protective factors that help you say “no” to abusing drugs</li> <li>● Describe ways to get help for people who abuse drugs</li> <li>● List kinds of pathogens that cause disease</li> <li>● Name ways that pathogens enter the body</li> <li>● Describe habits that keep germs from spreading</li> <li>● Explain how the body’s defenses work</li> <li>● List habits that help protect you from</li> </ul>

	<p>diseases spread by pathogens</p> <ul style="list-style-type: none"> <li>● List symptoms and treatments of communicable diseases</li> <li>● List the cause, symptoms and treatment for some common childhood illnesses</li> <li>● Describe ways to control diabetes and reduce the risk of type 2 diabetes</li> <li>● List causes of chronic diseases</li> <li>● Describe causes of allergies and ways to reduce the risk of allergy attacks</li> <li>● Describe ways to reduce triggers for asthma</li> <li>● Define heart disease</li> <li>● Explain what causes a heart attack</li> <li>● List ways to reduce the risk of heart disease and premature heart attack</li> <li>● List ways to reduce the risk of skin, lung and colon cancer</li> </ul>
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**Instructional Plan**

<b>Chapters/Lessons</b>	<b>Resources</b>
<p><b>Chapter 7: Alcohol, Tobacco, and Other Drugs</b>  Lessons:  Safe Drug Use  Alcohol and Health  Tobacco and Health  Drug Abuse  Stay Drug Free</p> <p><b>Chapter 8: Communicable and Chronic Diseases</b>  Lessons:  Diseases That Spread  The Body's Defense  Treating Disease  Chronic Diseases  Heart Disease  Cancer</p> <p><b>Additional Online Lessons</b></p> <ul style="list-style-type: none"> <li>● Alcohol, Tobacco, and other Drugs</li> <li>● Puberty and Growing Up: Drugs, Alcohol and Smoking</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/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://kidshealth.org/en/kids/grow/#cattough-topics">https://kidshealth.org/en/kids/grow/#cattough-topics</a></li> </ul>

<ul style="list-style-type: none"> <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/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>
<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>	

## 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
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- Use books on tape, reading A-Z, Epic for leveled reading books
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- Allow extra time to complete assignments or tests
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- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

### **Gifted and Talented**

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

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

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

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

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

<b>Unit E: Community and Environmental Health</b>	
<b>Standard</b> <b>2.1 Personal/Mental Health</b>	
<b>Disciplinary Concept/Performance Expectations</b> <b>Community Health Services/Support</b> <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). <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.	
<b>Primary Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <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 rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</li> </ul> </li> </ul>	
<b>Computer Science &amp; Design Thinking</b>	
<b>8.1 Computer Science</b> <ul style="list-style-type: none"> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>	

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



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