

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

Lakewood Physical Education Curriculum	
Course Area: Physical Education	Grade Level: 5th
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	Duration: Ongoing i.e. 80 days
Standard	
2.2 Physical Wellness	
Learning Targets	
<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;">Core Ideas</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>	
Performance Expectations	
<p>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).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 	

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist

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

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Demonstrate changes in time, force, and flow while moving in personal and general space. ● Respond in movement to changes in tempo, beat, rhythm, or musical style ● Explain the role of regular physical activity in relation to personal health ● Determine the physical, social, emotional, and intellectual benefits of regular physical activity ● Explain the role of regular physical activity in relation to personal health ● Determine the physical, social, emotional, and intellectual benefits of regular physical activity ● Understand fundamental gross motor skills ● Understand fundamental fine motor skills ● Understanding of spatial awareness ● Perform movement skills with developmentally appropriate control in 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. ● Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. ● Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. ● Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities. ● Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. ● Explain and demonstrate throwing and

<p>isolated and applied settings</p> <ul style="list-style-type: none"> ● Perform movement skills with developmentally appropriate control in isolated and applied settings 	<p>catching using correct mechanical techniques in games, sports and activities.</p> <ul style="list-style-type: none"> ● Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities.
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Instructional Plan

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

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

Unit 2: Physical Fitness	Duration: Ongoing: i.e. 80 days
Standard	
2.2-Physical Wellness	
Learning Target	

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.

Core Idea

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Performance Expectations

2.2.2.PF.1: 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

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- 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"> ● Explain the role of regular physical activity in relation to personal health ● Determine the physical, social, emotional, and intellectual benefits of regular physical activity ● Develop a fitness goal and monitor towards achievement of the goal. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. ● Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals. ● Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. ● Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Introduction of Fitnessgram Tests- Students will be assessed on Curl ups, Pushups, Sit and Reach, Pacer, Shoulder Stretch ● Four Corner Fitness- 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. ● Healthy Heart- Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity. ● How Do You Feel: 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, 	<ul style="list-style-type: none"> ● http://www.cooperinstitute.org/fitnessgram ● http://www.pecentral.org/ ● https://www.pinterest.com/elempeteacher/pe-stations-instant-activities/ ● https://openphysed.org/k2-primary-mods

<p>etc).</p> <ul style="list-style-type: none"> ● Incorporate strength training in warm-ups (push-ups, sit-ups, planks, etc) ● Fitness Stations 	
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

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

- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
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Unit 3: Lifelong Fitness	Duration: Ongoing: i.e. 80 days
Standard	
2.2-Physical Wellness	
<p style="text-align: center;">Learning Target</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 self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<p style="text-align: center;">Core Ideas</p> <p>Exploring wellness components provide a foundational experience of physical movement activities. Resources that support physical activity are all around you.</p>	
Performance Expectations	
<p>2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>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.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the 	

discussion and elaborate on the remarks of others.
 D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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Career Readiness, Life Literacies, & Key Skills

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

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- 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

	<ul style="list-style-type: none"> - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of Year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to express their feelings/emotions during physical activity to promote positive behavior ● How to control themselves performing movement skills on various surfaces ● What flexibility is and different breathing exercises when it comes to yoga/mindfulness 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Demonstrate and recall the ways to express their feelings and emotions to promote positive behavior ● Demonstrate and recall various breathing exercises and yoga poses

Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Yoga Videos/Mindfulness/Cosmic Kids Yoga ● Yoga Bingo ● Yoga Freeze Dance ● Various stretches ● Yoga Battles- Teacher says a yoga pose and the first student to perform the pose gets a point. Teacher demonstrates yoga pose and student must correctly say the name. ● Design own yoga program, teach it to the class (Partner or Groups) 	<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=xlg052EKMTk&t=889s ● https://www.youtube.com/watch?v=EuwAj_JRdug ● https://www.youtube.com/watch?v=LHjpGCj0PuM

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

- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

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
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504 Plans

- Preferential seating
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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
- 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
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Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 5th
Unit A: Mental and Emotional, Family, and Social	20 days

Health	
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
Unit F: Sexual Health	10 days
Unit G: Pregnancy/Parenting	10 days

Introduction

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

Unit A: Mental, Emotional, Family and Social Health	
Standard	
2.1 Personal/Mental Health	
Disciplinary Concept/Performance Expectations	
Emotional Health	
2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.	
2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.	
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	
Social Health	
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	
2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.	

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

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

Community Health Services and Support

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

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

Primary Interdisciplinary Connections:

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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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Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
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Other Assessments

Formative:

- Teacher Observation
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- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

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

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals

Skills

Students will know...

- Take responsibility for my health
- Practice life skills
- Show good character
- Choose actions for a healthy self-concept
- Communicate my emotions in healthful ways

Students will be able to...

- Discuss how life skills can help you take responsibility for your health and reach wellness
- Explain how a healthful behavior and a risk behavior differ
- Identify 10 areas of health
- Describe why you need health

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

- knowledge and how to get it
- Describe how to set and achieve short-term and long-term health goals
- Explain how to make a health behavior contract
- List the 6 traits of good character
- Explain the parts of a healthy personality
- Name actions that show you have a healthy self-concept
- Identify emotions
- Describe strategies for coping with strong emotions
- Describe strategies for improving your mental health
- List and apply the steps you can take to make responsible decisions
- Describe things that might influence your choices, including peer pressure
- Describe the skills you can use in resistance pressure to make a wrong decision
- Describe what stress is and how it affects the body
- Explain strategies for stress management
- Describe ways to bounce back from hard times
- Identify the 3 main kinds of relationships
- Describe how to show respect and earn the respect of others
- List ways to be an advocate for health
- Describe how to communicate in healthful ways
- Identify ways to use nonverbal communication and listening skills
- Describe ways to communicate emotions
- Explain why and how conflict develops
- List strategies for resolving conflict
- Explain how a responsible adult can help with mediation of a conflict
- Identify actions that help make family

<ul style="list-style-type: none"> ● Feelings: Emotions/Behaviors, Thoughts/Feelings ● Emotions 	<p>(Must make an account, its FREE)</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

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

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Unit B: Growth and Nutrition

Standard

2.1 Personal/Mental Health

2.2 Physical Wellness

Disciplinary Concept/Performance Expectations

Personal Growth/Development

2.1.5.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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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Summative:

- Student participation
- Rubric score
- Fitnessgram
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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"> ● Care for my body systems ● Accept the ways my body changes as I grow ● Choose habits for healthful growth and aging ● Learn the stages of the life cycle ● Be glad that I am unique ● Discover my learning style ● Eat correct amounts from MyPlate ● Follow the Dietary Guidelines ● Read food labels ● Check out food ads ● Eat healthful meals and snacks ● Choose healthful foods when eating at fast food restaurants ● Protect others and myself against germs in foods and beverages ● Use table manners ● Stay at a healthful weight ● Work on skills to prevent eating disorders 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how the human body is organized ● Identify the functions of the skeletal and muscular systems ● Explain how body systems work together ● Explain how the circulatory system works ● Explain how the respiratory system works ● Describe the structure and function of the digestive, nervous, endocrine and urinary systems. ● Describe the changes that occur in infancy and childhood ● Describe the changes that occur in adolescence and adulthood ● Explain how developing healthful habits helps you throughout your life ● Explain how heredity affects development ● List factors other than heredity that affect development ● Explain why you are unique ● Identify different ways in which people learn ● List the important nutrients and the foods that provide them ● Describe how to use MyPlate to plan a balanced diet ● Explain the importance of the Dietary Guidelines ● Describe what information is contained on a food label ● Identify and name influences on food choices ● Explain how to plan well-balanced menus ● Explain how pathogens can get into foods

	<ul style="list-style-type: none"> ● List and apply safety guidelines for handling food ● Describe the safety and social benefits of table manners ● Explain what weight management is ● Explain why and how to find and maintain a healthful weight ● Describe the causes, signs and treatment of eating disorders ●
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Instructional Plan

Chapters/Lessons	Resources
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<p>Chapter 3: Growth and Development Lessons: Your Body's Systems Your Heart and Lungs More Body Systems The Stages of Life You are Unique</p> <p>Chapter 4: Nutrition Lessons: Your Basic Nutritional Needs Aim for a Balanced Diet Food That's Safe to Eat Your Weight Manager</p> <p>Additional Online Topics</p> <ul style="list-style-type: none"> ● Healthier Me ● Explore The Body ● Staying Healthy ● Puberty and Growing: Body Stuff ● Nutrition: Breakfast, Food Labels, Healthy Snacking ● Puberty ● Human Body Series ● Bullying 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://platform.everfi.net/teacher/catalog (Make Free Account) ● https://kidshealth.org/en/kids/center/htbw-main-page.html#cattough-topics ● https://kidshealth.org/en/kids/stay-healthy/#cattough-topics ● https://kidshealth.org/en/kids/grow/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=body ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=body
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<sroom/index.jsp?Grade=35&Section=problems>

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- 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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
- Be well groomed
- Get enough rest and sleep
- Keep my eyes and ears healthy
- Follow a dental health plan
- Get plenty of physical activity
- Follow safety rules for sports and games
- Prevent injuries during physical activities
- Follow safety rules for my home and school
- Follow safety rules for biking, walking, skating and swimming
- Follow safety rules for riding in a car/bus
- Follow safety rules for hazardous weather conditions
- Follow safety rules to protect myself from people who might harm me
- Be ready for an emergency
- Be skilled in first aid
- Follow safety rules to protect myself against violence
- Stay away from gangs
- Follow safety rules to reduce my risk of injuries from guns
-

Students will be able to...

- Describe the components of a personal health plan
- Explain how to have correct posture
- Describe the basics of caring for skin, hair, nails and clothes
- Explain how personal hygiene can affect personal health, friendships, positive attitude and self-image
- Describe the health benefits of getting enough sleep
- Describe the structure and function of the eye
- List some common vision problems and ways they can be corrected
- Describe the structure and function of the ear
- List some common hearing problems
- Describe the structure and function of teeth
- Describe conditions that can harm teeth
- Describe the social, emotional, and physical benefits of physical activity
- List the 5 kinds of health fitness
- Describe the kinds of fitness skills
- Explain how age, gender, heredity and health behaviors affect fitness
- Describe the various kinds of exercise and how they affect the body
- Explain how aerobic and anaerobic exercise benefits the heart and lungs
- Identify the formula for Fitness (FITT)
- Discuss the importance of frequent workouts
- Explain the importance of good sportsmanship
- Describe the influence of players, parents, coaches and fans on sports behavior
- List things to think about when choosing exercise equipment
- Describe safety precautions to take before , during and after a workout

	<ul style="list-style-type: none"> ● Explain how to prevent and treat muscle strain and sprains ● List ways to eliminate common safety hazards at home ● Describe some common fire hazards and some rules for fire safety ● List ways to eliminate common safety hazards at school ● Describe safety precautions for walking, riding in cars and using bicycles, scooters and skateboards ● List safety rules to follow during different weather conditions and in the water ● Explain how to assess an emergency situation ● Describe how to prepare for an emergency ● Describe what safety measures to take in case of a natural disaster ● Describe how to administer first aid for minor injuries ● Describe CPR and rescue breathing ● List examples of violence ● Describe ways to express anger and resolve conflict without violence ● Explain where victims of violence and abuse can get help ● Describe some characteristics of gangs ● Identify ways to avoid gangs ● Identify ways to avoid weapons
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Instructional Plan	
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Chapters/Lessons	Resources
<p>Chapter 5: Personal Health and Physical Activity Lessons: Caring for Your Body Your Teeth, Eyes, and Ears The Benefits of Physical Activity A Balanced Workout Play it Safe</p> <p>Chapter 6: Violence and Injury Prevention Lessons: Keep Safe Indoors</p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Keep Safe Outdoors How to Handle Emergencies Facts on First Aid Staying Violence Free Steering Clear of Gangs</p> <p>Additional Online Topics</p> <ul style="list-style-type: none"> ● Hand Washing/Sanitizing ● Staying Safe ● Being Good To My Body ● Personal Health-Safety: Bike, Fire, Food, Online, Water 	<p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf ● https://kidshealth.org/en/kids/watch/#cattough-topics ● https://kidshealth.org/en/kids/stay-healthy/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

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

- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

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

504 Plans

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

Gifted and Talented

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

Unit D: Drug and Disease Prevention	
Standard	
2.3 Safety	
<p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Health Conditions, Diseases and Medicines</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>Alcohol, Tobacco and Other Drugs</p> <p>.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>Dependency, Substances Disorder and Treatment</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>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.</p> <p>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).</p> <p>Dependency, Substances Disorder and Treatment</p>	

- 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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...

- Use over the counter (OTC) and prescription drugs in safe ways
- Tell how someone who uses drugs in harmful ways can get help
- I will not drink alcohol
- I will not use tobacco

Students will be able to...

- Describe the differences among drugs, medicine, prescription medicine, over the counter (OTC) medicine and illegal drugs
- List important safety precautions involved with taking medicines

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

- Describe the signs of drug misuse and abuse
- List the short term and long term effects of alcohol use
- Explain why laws prohibit children from drinking alcohol
- Describe the link between drinking alcohol and injury and disease
- List several toxins found in tobacco smoke
- Describe the short and long term effects of tobacco use on the body
- Describe the laws governing tobacco use by a minor
- Explain the link between tobacco use and disease
- Explain how secondhand smoke can be harmful to health
- Describe the role drug abuse can play in someone’s life
- Identify some illegal drugs
- List the effects of illegal drugs and drug abuse on the body
- List some prescription and over the counter drugs that should be taken with caution
- List the kinds of help available to people who abuse drugs
- Describe why people abuse drugs
- List sources of pressure to abuse drugs
- Explain how drug abuse can affect family and friends
- Describe ways family and friends can cope with drug abuse
- Explain how family, peers and school can influence resistance to drugs
- Describe ways to resist pressure to use drugs
- List some important FDA regulations on tobacco, alcohol and drugs
- Explain how to use resistance skills to avoid drug abuse
- Describe how pathogens spread and cause disease
- Explain how pathogens get into the

	<p>body</p> <ul style="list-style-type: none"> ● Distinguish between communicable and noncommunicable diseases ● List the stages of disease ● Describe how the body fights illness ● Identify ways to help strengthen your body's immune system ● List typical symptoms of common disease ● Identify some common communicable diseases and their treatments ● List symptoms of heart disease and heart attacks ● Explain how to reduce the risk of heart disease ● Define chronic disease ● Describe the effects of cancer on the body ● Explain ways to reduce the risk of and treat cancer ● Explain what diabetes is, its causes and how to manage it ● Explain what epilepsy and arthritis are and how to manage them ● Explain what asthma and allergies are and how to manage them
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Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 7: Alcohol, Tobacco, and Other Drugs Lessons: Drugs and Your Health Alcohol and Health Tobacco and Health Other Drugs to Avoid When Someone Abuses Drugs Resisting Pressure Chapter 8: Communicable and Chronic Diseases Lessons: Communicable Diseases How Your Body Fights Infection Signs of Illness Chronic Disease and the Heart Chronic Disease:Cancer</p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Other Chronic Diseases</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> • Alcohol, Tobacco, and other Drugs • Puberty and Growing Up: Drugs, Alcohol and Smoking • Illnesses and Injuries • Health Problems • Infections, Diseases, Conditions • Fight The Bite, NJ 	<p>Additional Online Resources</p> <ul style="list-style-type: none"> • https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems • https://kidshealth.org/en/kids/grow/#cattough-topics • https://kidshealth.org/en/kids/ill-injury/#cattough-topics • https://kidshealth.org/en/kids/health-problems/#cattough-topics • https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems • https://www.nj.gov/health/cd/topics/vectorborne.shtml •
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> • Textbooks • Chromebooks/ iPads • Physical Education equipment • Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Progression/ regression of students' skills 	

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

- Active Engagement using visual, auditory, kinesthetic tactile activities
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- Scaffolding questions and instructional language
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- Use large print books, Braille, or books on CD
- Follow all IEP modifications
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504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
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- 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)
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- Tier 3 intervention provided by the interventionists
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Unit E: Community and Environmental Health	
Standard	
2.1 Personal/Mental Health	
Disciplinary Concept/Performance Expectations Community Health Services/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.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.	
Primary Interdisciplinary Connections: <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	
Computer Science & Design Thinking	

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Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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9.4 Life Literacies & Key Skills

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- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO

	<ul style="list-style-type: none"> - End of year SGO Alternative: <ul style="list-style-type: none"> - End of unit project
Knowledge and Skills	
Content/Goals	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Check out sources of health information ● Check out ways technology, media and culture influence health choices ● Choose safe and healthful products ● Choose healthful entertainment ● Choose safe and healthful products ● Spend time and money wisely ● Cooperate with community and school health helpers ● Learn about health careers ● Help protect the environment ● Help keep the air, land and water clean and safe ● Help keep noise at a safe level ● Help keep the air, water and land clean and safe ● Not waste energy and resources ● Help keep the environment friendly ● Not waste energy and resources 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain what health-care products and services are ● Describe how technology affects health and health care ● Describe how to make responsible choices about health-care products and services ● Describe how to make responsible entertainment choices ● Explain how government and private groups help protect consumers ● List strategies to manage time and money ● List the health needs of a community ● Describe how communities meet their health needs ● Explain ways that volunteers can contribute to the health of a community ● Explain where information about health careers is available ● List some jobs done by health workers ● Describe how to prepare for a health career ● Describe what makes a healthful environment ● Explain how air pollution affects the health of the environment ● Explain how noise pollution affects the health of the environment ● List sources of water and land pollution ● Describe ways to reduce water and land pollution ● List ways to conserve water
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	<ul style="list-style-type: none"> ● List ways to conserve energy ● Explain what it means to precycle, reuse and recycle ● List ways to help make a positive environment
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Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 9: Consumer and Community Health Lessons: What Smart Consumers Know Help for Consumers Planning a Healthful Community Careers in Health and Fitness</p> <p>Chapter 10: Environmental Health Lessons: Your Environment Protecting Water and Land Conservation A Positive Environment</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● People, Places, and Things The Help ● Conserve The Environment 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feel-better/#cattough-topics ● https://greenerideal.com/guides/green-living/how-to-teach-kids-to-serve-the-environment/

<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
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<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students’ skills
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SUGGESTED OPTIONS FOR DIFFERENTIATION

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals

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

Strategies:

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

Special Education

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

504 Plans

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

Gifted and Talented

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

- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

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

Unit F: Sexual Health	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Social/Sexual Health</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>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).</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported 	

by key details; summarize the text.

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer

<ul style="list-style-type: none"> ● SmartBoard ● Go Noodle ● Music 	<ul style="list-style-type: none"> - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
Knowledge and Skills	
Content/Goals	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Gender Role stereotypes ● Impact of Gender roles ● Difference between sexual orientation and gender identity ● Promote dignity and respect for all people 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe gender-role stereotypes and their potential impact on self and others ● Differentiate between sexual orientation and gender identity. ● 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).
Instructional Plan	
Topics	Resources
<ul style="list-style-type: none"> ● Gender Stereotypes 	<ul style="list-style-type: none"> ● https://www.glsen.org/activity/thats-gender-stereotype ● https://www.commonsense.org/education/articles/age-appropriate-tips-for-addressing-gender-stereotypes-in-the-classroom

<ul style="list-style-type: none"> ● Gender Roles/Stereotypes <ul style="list-style-type: none"> ● Gender Identity 	<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=Ulh0DnFUGsk ● https://www.plannedparenthood.org/learn/parents/elementary-school/what-should-i-teach-my-elementary-school-aged-child-about-identity
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

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

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
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- Pattern sentences (speak and/or writing)
- Choral chanting
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- 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
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- 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
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- 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
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- Debrief students
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- Computer with internet access and projection capabilities
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- Tier 3 intervention provided by the interventionists
- One on one conferencing
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Unit G: Pregnancy/Parenting	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	
Computer Science & Design Thinking	
<p>8.1 Computer Science</p> <ul style="list-style-type: none"> ● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. <p>8.2 Design Thinking</p> <ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. 	
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- Progression Charts: i.e. sticker boards
- QR codes with iPads
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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...

- Sexual intercourse
- Human reproduction

Students will be able to...

- Explain the relationship between sexual intercourse and human

<ul style="list-style-type: none"> • Ways of pregnancy 	<p>reproduction.</p> <ul style="list-style-type: none"> • Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
Instructional Plan	
Topics	Resources
Core Instructional and Supplemental Materials <ul style="list-style-type: none"> • Textbooks • Chromebooks/ iPads • Physical Education equipment • Music 	
Teacher Notes: <ul style="list-style-type: none"> • Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION
English Language Learners <ul style="list-style-type: none"> • Visuals • Gesturing • Miming and roleplaying • Use of realia and manipulatives • Simplified language/teacher talk/thinking aloud • ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Personal word wall/word rings • Introducing vocabulary before lesson • Total physical response (TPR) activities (cluck, swish, etc.) • Cloze activities • Teacher modeling • Pattern sentences (speak and/or writing)

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