Orange Public Schools
Office of Innovation

Physical Education Curriculum Guide (K-8)

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"GOOD TO GREAT"

Revised: 8/17/21

Comprehensive Health and Physical Education Grades K-8

> Course Description:
> All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Scope and Sequence

Timeline	Concepts
Marking Period 1	K-8: Personal Growth and Development (4-5 Class Periods) K-8: Pregnancy and Parenting (4-5 Class Periods) K-8: Movement Skills and Concepts (18-20 Class Periods)
Marking Period 2	K-8: Emotional Health (4-5 Class Periods) K-8: Social and Sexual Health (4-5 Class Periods) K-8: Physical Fitness (18-20 Class Periods)
Marking Period 3	K-8: Community Health Services and Support (4-5 Class Periods) K-8: Personal Safety (4-5 Class Periods) K-8: Lifelong Fitness (18-20 Class Periods)
Marking Period 4	K-8: Health Conditions, Diseases, and Medicines (4-5 Class Periods) K-8: Alcohol, Tobacco and Other Drugs (6-8 Class Periods) K-8: Dependency, Substances Disorder and Treatment (4-5 Class Periods) K-8: Nutrition (6-8 Class Periods)

Unit I	Personal and Mental Health	Grade(s)	K-2
Unit Plan Title:	**Personal Growth and Development**		

Overview/Rationale

This unit focuses on individuals enjoying different activities and growing at different rates. It also discusses personal hygiene and self- help skills promote healthy habits.

New Jersey Student Learning Standards

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay health.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

		NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How are consequences defined by our wellness choices?
- How do body parts work together to support wellness?

Enduring Understandings

- Students will be able to explain how current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

Student Learning Targets/Objectives

- Articulate what to expect at a medical examination.
- Discuss what is being examined during the eye, ear, and dental exam.
- Identify ways to help protect your vision, hearing, and tee
- Examine the impact rest and sleep has on wellness.
- Illustrate ways to keep the body neat and clean.
- Discuss the benefits of fitness and ways to build heart fitness.
- Discuss how each body system affects our wellness.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Getting A Checkup, Eyes and Ears, Talk About Teeth, Clean and Healthy, and My Favorite Exercise
- Summative- Unit Test
- Authentic- Project: Have children set goals to practice one grooming habit each day for one week. Have them to make charts to track their progress. Have each child draw a symbol when he or she completes the task.

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR Glasses will be used and students will see how physical activity affects the human body
	Invite a professional fitness trainer or local collegiate/professional athlete to speak to the class about the benefits of exercise and fitness.
	Visit the School Health Clinic to see how to take care of our body systems.

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- www.KidsHealth.org
- https://www.orange.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=22519&dataid=34576&FileName=2nd%20Keeping%20Clean%20and%20Fit.pdf
- https://jr.brainpop.com/health/bodies/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit II	Personal and Mental Health	Grade(s)	K-2
Unit Plan Title:	**Pregnancy and Parenting**		

Overview/Rationale

The unit focus is on the core idea that all living things may have the capacity to reproduce.

New Jersey Student Learning Standards

- 2.1.2.PP.1: Define reproduction.
- • 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do parents care for their offspring?

Enduring Understandings

- Students will be able to explain reproduction.

Student Learning Targets/Objectives

- Explain the process of reproduction.
- List ways parents take care of their children.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Reproduction, Parenthood
- Summative- Unit Test
- Authentic- Project: Have children choose one animal that they will research parenting strategies they use with their children.

Teaching and Learning Actions

| *Instructional Strategies* | Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and |
|---|---|

introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** - Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. - Snap and read Google extension addition. Will read to the student in the language selected - Vocabulary Spelling City word banks - Use visuals whenever possible to support classroom instruction and classroom activities. - Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** - Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit

	- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction - Constant parental contact along with mandatory tutoring appointments - Academic Contracts **Gifted and Talented Students:** - Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. - Student led classroom instruction also Project Based Learning (Example: Write about a parenting skill animals use and draw pictures reflecting what you have written.) **Students With A 504:** - Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	VR Glasses will be used and students will see how asexual reproduction occurs Invite an OBGYN to discuss how reproduction occurs in humans
Resources	
- www.KidsHealth.org - https://www.brainpop.com/health/geneticsgrowthanddevelopment/parenthood/	
Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit III	Personal and Mental Health	Grade(s)	K-2
Unit Plan Title:	**Emotional Health**		

Overview/Rationale

The unit focus is on the core idea that many factors influence how we think about ourselves and others. It also addresses different ways that individuals handle stress, and some are healthier than others.

New Jersey Student Learning Standards

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
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	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply				
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can you learn to like yourself and others?

Enduring Understandings

- Students will be able to develop self-esteem, resiliency, tolerance and coping skills support emotional health.

Student Learning Targets/Objectives

- Tell ways you can have good health.
- Identify healthful ways to share feelings.
- Make a plan to manage stress.
- Tell what stress can do to your body.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Good Health, A Story About Feelings, Let's Communicate, How to Manage Stress, Work It Out, and Resolve Conflict
- Summative- Unit Test
- Authentic- Descriptive Writing: Have students individually brainstorm ways they take care of their body and mind.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for

instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

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- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Create a Google Drawings telling how YOU personally experience the following emotions. Using pictures AND words, you will display what makes you feel a variety of emotions)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Have students become "good health" detectives and look for people practicing good health. Allow students to make posters from their observations. Have students express how they feel by making stick puppets using paper plate faces on craft sticks. Students can use their puppets with partners to show healthful ways to share feelings.

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- www.KidsHealth.org
- https://jr.brainpop.com/health/feelings/emotions/

- https://www.orange.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=22519&dataid=33064&FileName=Ch1.pdf

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit IV	Personal and Mental Health	Grade(s)	K-2
Unit Plan Title:	**Social and Sexual Health**		

Overview/Rationale

The unit focus is on the core idea that every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. The unit addresses families shaping the way we think about our bodies, our health and our behaviors. The unit addresses people having relationships with others in the local community and beyond. The unit addresses communication being the basis for strengthening relationships and resolving conflict between people. The unit addresses conflicts between people occurring, and the effective ways to resolve them.

New Jersey Student Learning Standards

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How are families alike and different?
- How do families function?
- How does divorce change a family?
- How can you show respect for all genders?
- How do you show you are a good friend?
- How can you resolve conflict with family and friends?
- How does bullying or teasing affect a person?

Enduring Understandings

- Students will be able to describe ways to express themselves with regard to their gender and how gender-role stereotypes may affect expression

- Students will be able to explain healthy family relationships which include ways families keep their children safe
- Students will be able to explain healthy ways to express feelings for friends and other relationships
- Students will be able to explain bullying and teasing and healthy ways to respond to disagreements or conflicts

Student Learning Targets/Objectives

- Highlight the impact gender-role stereotypes have on individual expression
- Determine factors of a healthy family relationship that impacts the way it keeps children safe
- List factors that contribute to a healthy relationship
- Explain ways for friends to express their feelings and handle disagreements or conflicts
- Define bullying and teasing

Assessments

- Pre and Formative- Do Now, Exit Ticket, Many Kinds of Families, Families Can Change, Families and Respect, Families and Friends, Friends and Conflicts, and Resolve Conflicts
- Summative- Unit Test
- Authentic- Descriptive Writing: Have children think about a pleasant family or friend change. Each child draws a picture of what happened and writes a sentence describing the change

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each child write about a special time spent with a family member. He or she might write about a trip, a game, or a visit with a relative. Encourage the child to write what it was about the event that was special to him or her.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite grandparents or other extended family members to come to the classroom to talk about cultural traditions in their families. Encourage visitors to talk about lifelong friendships that they have had and tell why friendships are important.

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://jr.brainpop.com/health/feelings/bullying/
- https://jr.brainpop.com/health/feelings/conflictresolution/
- https://jr.brainpop.com/health/feelings/divorce/
- https://jr.brainpop.com/health/feelings/friends/
- https://kidshealth.org/en/kids/single-parents.html?WT.ac=ctg#cathome-family
- https://kidshealth.org/en/kids/parents.html?WT.ac=ctg

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit V	Personal and Mental Health	Grade(s)	K-2
Unit Plan Title:	**Community Health Services and Support**		

Overview/Rationale

The unit focus is on the core idea that there are people in the community work to keep us safe. The unit addresses that individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

New Jersey Student Learning Standards

- • 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- • 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- • 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- • 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- • 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- • 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do you identify health professionals needed for a health emergency?
- How do we access health professionals?
- How is climate change effecting the health of the world?
- How do we identify situations that bring out all types of emotions?
- How do certain individuals help us express our emotions?

Enduring Understandings

- Students will be able to identify the people in the community that work to keep us safe.
- Students will be able to explain how various situations target different feelings.
- Students will be able to explain the importance of talking about their feelings.

Student Learning Targets/Objectives

- Identify the health professionals available to provide reliable information
- Highlight emergency contact numbers (fire, police, poison control, etc.)
- Discuss what to do if there is a fire in a building
- Discuss the impact climate change has on the world
- Identify situations that bring out all types of emotions
- List the individuals who help us express our emotions
- Discuss how specific situations bring out different feelings
- Identify the purpose of discussing our feelings

Assessments

- Pre and Formative- Do Now, Exit Ticket, Fire Safety. What To Do If There's A Fire, Health Helpers, Share Your Feelings and Communicate
- Summative- Unit Test
- Authentic- Provide students with a worksheet that has different emotion symbols. Provide students with three scenarios and have them identify the feelings expressed. Have them write one way the characters can address their emotions or the emotions of others

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation. Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Arrange a class trip to a fire station. Have children prepare questions to ask the firefighters beforehand. Encourage children to learn how firefighters are health helpers.

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- www.KidsHealth.org
- https://jr.brainpop.com/health/feelings/emotions/
- https://jr.brainpop.com/health/feelings/determination/
- https://jr.brainpop.com/socialstudies/communities/communityhelpers/
- https://kidshealth.org/en/kids/school-counselors.html?WT.ac=ctg#catpeople
- https://kidshealth.org/en/kids/going-to-therapist.html?WT.ac=ctg#catpeople

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit V	Physical Wellness	Grade(s)	K-2
Unit Plan Title:	**Movement Skills and Concepts**		

Overview/Rationale

The unit focus is on the body moving with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. The unit addresses feedback impacting and improving the learning of movement skills and concepts. The unit addresses teamwork consisting of effective communication and respect among class and team members.

New Jersey Student Learning Standards

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does effective and appropriate movement affect wellness?
- How can I explain the concepts of movement when I can already perform the movement?
- How does strategy influence performance in competitive games and activities?
- How do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Enduring Understandings

- Students will be able to show movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Students will be able to explain concepts of movement that will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Students will be able to implement effective offensive, defensive and cooperative to be successful in game situations.
- Students will be able to explain how participants and spectators experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

- Students will be able to explain Sport psychology techniques used prepare athletes to compete at the optimum level.

Student Learning Targets/Objectives

- Explain the difference between locomotor and non-locomotor skills.
- Discuss how body management is important while moving in in different pathways and levels.
- Identify when to use cooperative and competitive strategies.
- Explain the difference between offense and defense.
- Identify ways to demonstrate good sportsmanship.
- Discuss the importance of safety rules and how they benefit game play.

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic- Journal: Students will keep a journal that will document their overall experience in each of the skills learned.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and

strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.

	• Student led classroom instruction also Project Based Learning (Example: Students will plan a local outdoor recreation activity for community residents utilizing local geographic resources to maximize health and fitness.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Hoops For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Fuel Up To Play 60- Fuel Up to Play 60 is an in-school nutrition and physical activity program launched by National Dairy Council and NFL, in collaboration with the USDA, to help encourage today's youth to lead healthier lives. Jump Rope For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Red Bulls Guest Speaker Field Trip to Bowling Alley Field Day Global National Play Day- Restoring unstructured play to a generation of kids.

Resources
• Pecentral.com • ShapeAmerica.org • Fueluptoplay60.com • www.heart.org/kidsheartchallenge

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit VI	Physical Wellness	Grade(s)	K-2
Unit Plan Title:	**Physical Fitness**		

Overview/Rationale

The unit focus is on the ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

New Jersey Student Learning Standards

- 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

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

		NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do you get the minimum amount of exercise so you can stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings

- Students will be able to understand fitness concepts and integrate them into your everyday routine supports wellness.
- Students will be able to explain that physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the lease amount of effort.
- Students will be able to achieve and maintain fitness requirements using age-appropriate intensity, duration and frequency of exercise.

Student Learning Targets/Objectives

- What is exercise and how does it benefit our overall health?
- What exercises increase strength, flexibility, and endurance?
- How can you improve muscular strength, flexibility and endurance?
- What is a fitness goal?
- How can you achieve a fitness goal?

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic-Descriptive Writing: Create a cinquain poem that either is about exercise or fitness. Teacher will model and create one of their own.

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Students will research the potential of new innovative sports for their community.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR glasses to see how exercise impacts the human body
	Xbox Kinect "Your Shape" students can mimic exercise routines
	LA Fitness Gym Owner to discuss the benefits of fitness

Resources

- Pecentral.com
- ShapeAmerica.org
- Fueluptoplay60.com
- www.heart.org/kidsheartchallenge

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit VII	Physical Wellness		Grade(s)	K-2
Unit Plan Title:	**Lifelong Fitness**			

Overview/Rationale

The unit focus is on exploring wellness components provide a foundational experience of physical movement activities. The unit also addresses resources that support physical activity are all around you.

New Jersey Student Learning Standards

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

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply				
	Civic Literacy	X	Communication	
	Global Awareness	X	Critical Thinking and Problem Solving	
X	Health Literacy	X	Collaboration	
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation	
	Environmental Literacy		Other:	

Essential Question(s)

- How does physical activity promote positive behavior?
- How do we control and adapt our bodies' movements in different environments?
- How does flexibility and breathing increase our bodies' range of motion?
- How can we promote physical activity outside of the school day?

Enduring Understandings

- Students will be able to identify physical activity resources that are readily available.

Student Learning Targets/Objectives

- Articulate how our feelings are impacted during physical activity
- Determine ways to adjust our bodies when physical active on various surfaces or elements

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic-Journal: Students will record their fitness activity for one week and determine what adjustments need to be made to increase their level of fitness.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for

instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about your experience with yoga and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR glasses to see how stretching and breathing impacts the human body Xbox Kinect "Your Shape" students can mimic exercise routines Yoga instructor to discuss the benefits of sretching and breathing exercises

Resources

- Pecentral.com
- ShapeAmerica.org
- Fueluptoplay60.com
- www.heart.org/kidsheartchallenge

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit VIII	Physical Wellness		Grade(s)	K-2
Unit Plan Title:	**Nutrition**			

Overview/Rationale

The unit focus is on nutritious food choices that promote wellness and are the basis for healthy eating habits.

New Jersey Student Learning Standards

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- **How do you make food healthy?**
- **How do you determine appropriate portion size?**

Enduring Understandings

- **Students will be able to explain the short and long term health benefits and risks associated with nutritional choices.**

Student Learning Targets/Objectives

- Discuss the importance of choosing healthful foods.
- Identify food groups.
- Classify foods using MyPlate.
- Summarize how to use MyPlate to plan meals and snacks.
- Identify ways to choose healthful foods.
- Discuss the importance of serving sizes.
- Show how to recognize serving sizes.
- Identify and explain the function of food labels.
- Discuss ways ads influence food choices.
- Identify ways to avoid food-borne illness.

Assessments

- Pre and Formative- Do Now, Exit Ticket, My Favorite Healthful Food, Find The Food Group, Plan A Menu, Healthful Eating Rules, Serve It Up, Food Label Facts, Favorite Snacking, Healthful Habits At Lunch, Fabulous Food Ads, and Keeping Germs Away
- Summative- Unit Test
- Authentic-Project: Have children choose at least 5 healthful snacks. They should either draw these snacks on construction paper or cut them out from magazines. Help children punch a hole in each snack picture, attach a string, and then tie the strings to a hanger. Tell each child to choose a snack from his or her mobile to prepare with an adult at home

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

| | Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines Utilize Snap-n-Read and Co-Writer
English Language Learners (ELL) Students:
Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
Snap and read Google extension addition. Will read to the student in the language selected
Vocabulary Spelling City word banks
Use visuals whenever possible to support classroom instruction and classroom activities.
Teacher modeling and written instructions for every assignment
At Risk Of Failure Students:
Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
Constant parental contact along with mandatory tutoring appointments
Academic Contracts
Gifted and Talented Students:
Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
Student led classroom instruction also Project Based Learning (Example: Students will write a proposal to present to the city government to allow use of an area of public land for growing a community garden.)
Students With A 504:
Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document |
| Experiences (virtual and live field trips) | Explain that fruits and vegetables grow from seeds. Have children plant seeds of any type, and chart their growth. |

Resources
- McGraw-Hill Health & Wellness 2014 Textbook   - https://kidshealth.org/en/kids/stay-healthy/?WT.ac=k-nav-stay-healthy   - https://jr.brainpop.com/health/food/eatingright/   - https://jr.brainpop.com/health/food/foodgroups/

- https://jr.brainpop.com/health/food/sugar/

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit IX	Safety		Grade(s)	K-2
Unit Plan Title:	**Personal Safety**			

Overview/Rationale

The unit focus is on the environment impacting personal health and safety in different ways. The unit addresses potential hazards existing in personal space, in the school, in the community, and globally. The unit addresses any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

New Jersey Student Learning Standards

> • 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
> • 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
> • 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
> • 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
> • 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
> • 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
> • 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
> • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

		X	Communication
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do we determine the difference between healthy and unhealthy risks?

- How do we explain taking risks that can cause harm to ourselves or others?

Enduring Understandings

- Students will be able to explain being aware of the environment and taking safety precautions that can reduce the risk of injury to oneself and others.

Student Learning Targets/Objectives

- Identify rules to keep yourself and others safe.
- Explain ways to avoid injuries at home.
- Explain how to prevent injuries during play.
- Discuss safety equipment used during play.
- Identify bicycle safety rules.
- Demonstrate how to cross the street safely.
- Explain rules for staying safe in and around cars and buses.
- Explain ways to stay safe from strangers.
- Discuss what to do if lost.
- Know the difference between appropriate and inappropriate touch.
- Discuss ways to stay safe from bullies and gangs.
- Discuss ways to stay safe from harmful household products.
- Explain ways to stay safe in a fire.
- Discuss what to do if there is a fire in a building..

Assessments

- Pre and Formative- Do Now, Exit Ticket, Safe Things, What Should You Do, My Safe Play Place, Playing Safe Outdoors, Safety Signals, Safety Booklet, Stranger Danger, Help I'm Lost, Good Touch or Bad Touch, Staying Away From Bullies, Keeping Poisons Away, Find The Fire Hazards, Be Safe With Fire, and Which First Aid
- Summative- Unit Test
- Authentic- Descriptive Writing: Have children work in small groups to write and perform skits about being lost in a store and find ways to express their need for help.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten

	and 1st grade will be provided this method as an adapted version of the 2nd grade expectation. Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit

	• Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Student led classroom instruction also Project Based Learning (Example: Create a letter explaining "How can we make our playground safer or have fewer injuries during recess?" You are to work with a partner and act as an expert on safety who has concerns about the number of injuries occurring during recess. You are expected to identify the causes and create solutions to improve student safety at recess.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Orange Fire Department hosts an assembly about fire safety and prevention School Counselors host an assembly about Gang Violence, HIB (Harassment, Intimidation, and Bullying), and Suicide Prevention Take students on a tour of a school bus to practice bus safety which is also applicable to car safety

Resources
• McGraw-Hill Health & Wellness 2014 Textbook • https://kidshealth.org/en/kids/watch/?WT.ac=k-nav-watch • https://jr.brainpop.com/health/besafe/firesafety/ • https://jr.brainpop.com/health/besafe/safetysigns/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit X	Safety		Grade(s)	K-2
Unit Plan Title:	**Health Conditions, Diseases and Medicines**			

Overview/Rationale

The unit focus is on the people needing food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

New Jersey Student Learning Standards

• 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

• 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

• 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

			NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How we keep ourselves disease free?
- How is medicine a means to ensure that one stays healthy?

Enduring Understandings

- Students will be able to explain current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

Student Learning Targets/Objectives

- Discuss symptoms of some common infectious diseases.
- Identify ways to prevent the spread of germs.
- Tell ways to get well if you have an illness caused by germs.
- Practice ways to keep germs from spreading.
- Identify some causes of allergies and ways to manage allergies.
- Identify some asthma triggers and ways to treat asthma.
- Describe habits that prevent heart disease.
- Tell how diabetes may be prevented and treated.
- Tell ways to prevent Lyme Disease.
- Tell some ways to prevent cancer.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Symptom or Illness, Keep It Clean, Do It Right, Nothing To Sneeze At, Asthma and Your Body, Let's Be Heart Healthy, Fat Facts, Fight Facts, Manage Your Stress

- Summative- Unit Test
- Authentic- Project: In groups, have children make posters entitled Ways to Prevent The Spread Of Germs. Encourage children to draw and label ways to prevent cancer.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP.

- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about hand washing practices during the pandemic and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Have school nurse come in and discuss asthma and allergies. Invite a doctor into the classroom to discuss the importance of healthful habits such as hand washing, exercise, and using sunscreen. Have children draw and write about what they learned.

Resources
• McGraw-Hill Health & Wellness 2014 Textbook
• https://kidshealth.org/en/kids/lyme-disease.html?WT.ac=ctg#catsick
• https://jr.brainpop.com/health/bewell/coldsandflu/
• https://jr.brainpop.com/health/bewell/washinghands/
• https://jr.brainpop.com/health/bewell/allergies/
• https://jr.brainpop.com/health/bewell/lice/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XI	Safety		Grade(s)	K-2
Unit Plan Title:	**Alcohol, Tobacco and Other Drugs**			

Overview/Rationale

The unit focus is on the use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

New Jersey Student Learning Standards

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?
- How do I make the "right" decisions in the face of peer, media and other pressures?
- How does one person become an addict and another does not?

Enduring Understandings

- Students will be able to identify the harm alcohol, tobacco and other drugs have on the human body.
- Students will be able to explain the indicators, stages and influencing factors of chemical dependency.

Student Learning Targets/Objectives

- Identify the ways alcohol harms the mind and body.
- Identify ways tobacco harms the mind and body
- Explain the effects of secondhand smoke
- Learn the steps for using refusal skills.

Assessments

- Pre and Formative- Do Now, Exit Ticket, The Truth About Alcohol, Trusted Adults, Say "NO" to Tobacco, Self-Respect, Drug-Free Me, and What Would You Do
- Summative- Unit Test
- Authentic- Descriptive Writing: Make a pamphlet of reasons to stay drug- and alcohol-free.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks

- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about reasons you should stay drug-free and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a member of a community drug or alcohol awareness group (such as Students Against Destructive Decisions) to speak to class. VR Glasses to seem harmful effects alcohol, tobacco, and other drugs has on the body

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://kidshealth.org/en/kids/alcohol.html?WT.ac=ctg
- https://jr.brainpop.com/health/drugs/illegaldrugs/
- https://jr.brainpop.com/health/drugs/smoking/

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit XII	Safety		Grade(s)	K-2
Unit Plan Title:	**Dependency, Substance Disorder and Treatment**			

Overview/Rationale

The unit focus is on substance abuse being caused by a variety of factors. The unit addresses ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

New Jersey Student Learning Standards

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can you recognize if someone is having trouble controlling their use of alcohol, tobacco and other drugs?
- How can you get help for someone who is abusing alcohol, tobacco and other drugs?

Enduring Understandings

- Students will be able to identify factors that cause substance abuse.
- Students will be able to identify types of treatments available for substance abuse.

Student Learning Targets/Objectives

- Name people who can help someone who has a problem with alcohol
- Identify the harmful effects of tobacco use
- Identify reasons to be drug-free
- Discuss ways to stay drug-free

Assessments

- Pre and Formative- Do Now, Exit Ticket, Help With Alcohol Problems, Tobacco Harms Health, Staying Drug-Free and Say "No"
- Summative- Unit Test
- Authentic- Descriptive Writing: Have students think of times when people helped them with a problem. Have each student make a medal or an award for that person.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary. Students in Kindergarten and 1st grade will be provided this method as an adapted version of the 2nd grade expectation. Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2nd grade will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks

- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a person who has helped you with a problem and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite the guidance counselor as a guest speaker to the class to discuss "Just Say No"

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://kidshealth.org/en/kids/folks-smoking.html?WT.ac=ctg#catpeople
- https://kidshealth.org/en/kids/know-drugs.html?WT.ac=ctg#catpeople
- https://kidshealth.org/en/kids/poll-alcohol.html?WT.ac=ctg#catpeople
- https://kidshealth.org/en/kids/poll-tobacco.html?WT.ac=ctg#catpeople

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XIII	Personal and Mental Health	Grade(s)	3-5
Unit Plan Title:	**Personal Growth and Development**		

Overview/Rationale

This unit focuses on health being influenced by the interaction of body systems. The unit addresses puberty being a time of physical, social, and emotional changes.

New Jersey Student Learning Standards

- 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.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
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Technology/Computer Science and Design Thinking	Interdisciplinary Standards
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21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How is our wellness effected by the consequences of our choices?
- How do body parts work together to support wellness?
- How does puberty impact the body?

Enduring Understandings

- Students will be able to explain current and future health-related concepts and skills in everyday lifestyle behaviors.

Student Learning Targets/Objectives

- Explain how you can maintain your wellness
- Describe ways to prevent injuries
- Describe ways to reduce illness
- Describe puberty
- List self- care practices used during puberty
- Describe the hormonal changes that occur during puberty
- Identify the trusted adults you can talk to about puberty

Assessments

- Pre and Formative- Do Now, Exit Ticket, All About Puberty, Boys and Puberty, Your Changing Voice, Girls and Puberty, and Taking Care of Your Body
- Summative- Unit Test

- Authentic- Conduct a self assessment of their personal health (i.e. amount of sleep, balanced health options) and identify one to two goals for improvement.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
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- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects
- Student led classroom instruction also Project Based Learning (Example: Write about a self-care practice and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR Glasses will be used and students will see how hormones are produced in different glands Invite the school nurse to class to discuss puberty changes in both boys and girls. Visit the School Health Clinic to see how to take care of our bodies during puberty.

Resources

- https://kidshealth.org/en/kids/puberty.html?WT.ac=ctg#catbody-stuff
- https://kidshealth.org/en/kids/boys-puberty.html?WT.ac=ctg
- https://kidshealth.org/en/kids/autism-hygiene-boy.html?WT.ac=ctg
- https://kidshealth.org/en/kids/center/girls-puberty-center.html?WT.ac=ctg
- https://kidshealth.org/en/kids/autism-hygiene-girls.html?WT.ac=ctg#catgirlstuff
- https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XIV	Personal and Mental Health		Grade(s)	3-5
Unit Plan Title:	**Pregnancy and Parenting**			

Overview/Rationale

The unit focus is on pregnancy being achieved through a variety of methods.

New Jersey Student Learning Standards

• 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).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

			NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can pregnancy be achieved?
- How is parenting vital to the development of children?

Enduring Understandings

- Students will be able to determine the relationship between sexual intercourse and human reproduction.
- Students will be able to identify the various ways of getting pregnant

Student Learning Targets/Objectives

- Describe how human reproduction occurs
- List ways a woman can achieve pregnancy

Assessments

- Pre and Formative- Do Now, Exit Ticket, Sexual Reproduction, Puberty, and Sex Determination
- Summative- Unit Test
- Authentic- In pairs, students create a 30 second FlipGrid video on how human reproduction occurs.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit

	• Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Student led classroom instruction also Project Based Learning (Example: Explore the similarities and differences between IVF and surrogacy. Research reasons why a person may choose these options.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Invite an OBGYN to class to explain to students the variety of ways that pregnancy can be achieved. VR Glasses to demonstrate what occurs in the human body to create a fetus
Resources	
• https://www.brainpop.com/health/geneticsgrowthanddevelopment/pregnancyandfetaldevelopment/ • https://www.brainpop.com/health/geneticsgrowthanddevelopment/sexdetermination/ • https://www.brainpop.com/health/geneticsgrowthanddevelopment/sexualreproduction/ •	
Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XV	Personal and Mental Health	Grade(s)	3-5
Unit Plan Title:	**Emotional Health**		

Overview/Rationale

The unit focus is on the self-management skills impacting an individual's ability to recognize, cope, and express emotions about difficult events. The unit addresses resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

New Jersey Student Learning Standards

> • 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication	
	Global Awareness	X	Critical Thinking and Problem Solving	
X	Health Literacy	X	Collaboration	
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation	
	Environmental Literacy		Other:	

Essential Question(s)

- How can you describe strategies for coping with strong emotions?
- How do your feelings and thoughts to lead to healthy and unhealthy behaviors?
- How does someone cope with rejection and loss?
- How can you deal with difficult situations that arise at home, school, and the community?

Enduring Understandings

- Students will be able to use self-management skills to help them express emotions about difficult situations
- Students will be able to explain using resiliency and coping practices to respond to everyday challenges and difficult situations

Student Learning Targets/Objectives

- List ways you can communicate emotions in a healthful ways
- Describe coping strategies used to deal with rejection, loss, and separation
- Identify types of emotions
- Identify the resources available to you when dealing with a difficult situation

Assessments

- Pre and Formative- Do Now, Exit Ticket, Managing Your Emotions, How A Healthy Family Functions, How Families Change, Expressing Emotion, Reducing Stress, Lesson Quiz, Vocabulary Definitions
- Summative- Unit Test

- Other assessment measures- Project: Help students focus on their feelings by having them track them daily using a calendar page for the month. Students should use five symbols representing five main emotions and mark the calendar with the appropriate symbol. After a month, have students analyze their calendars for trends and have them consider its cause.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about ways to deal with strong emotions and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a mental health clinician to speak with students about emotional health. Virtual field trip to New Life Mental Health Services School Counselors host assemble on dealing with strong emotions and resources available to them

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://kidshealth.org/en/kids/afraid.html?WT.ac=ctg#catemotion
- https://kidshealth.org/en/kids/going-to-therapist.html?WT.ac=ctg#catemotion
- https://kidshealth.org/en/kids/depression.html?WT.ac=ctg#catemotion

- https://kidshealth.org/en/kids/temper.html?WT.ac=ctg#catemotion
- https://kidshealth.org/en/kids/somedie.html?WT.ac=ctg#catemotion
- https://www.brainpop.com/health/emotions/mourning/
- https://www.brainpop.com/health/emotions/depression/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XVI	Personal and Mental Health	Grade(s)	3-5
Unit Plan Title:	**Social and Sexual Health**		

Overview/Rationale

The unit focus is on the core idea that all individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. The unit addresses family members impacting the development of their children physically, socially and emotionally. The unit addresses people in healthy relationships sharing thoughts and feelings, as well as mutual respect.

New Jersey Student Learning Standards

- • 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- • 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender
- • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.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.

Career Readiness, Life Literacies, and Key Skills

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- • 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- • 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

		X	Communication
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How would you describe gender-role stereotypes?
- How do you explain the difference between sexual orientation and gender identity?
- How would you describe how families can share common values?
- How important is communication with family members, caregivers and other trusted adults?
- How would you describe the characteristics of healthy versus unhealthy relationships?
- How would you define teasing, harassment and bullying?

Enduring Understandings

- Students will be able to explain how to make all individuals feel welcomed regardless of their gender, gender expression or sexual orientation
- Students will be able to identify ways family impacts the development of children physically, socially and emotionally.
- Students will be able to articulate ways people in healthy relationships share thoughts feelings and mutual respect.

Student Learning Targets/Objectives

- Describe gender-role stereotypes
- Differentiate between sexual orientation and gender identity
- List ways to promote dignity and respect for people
- Differentiate between healthy and unhealthy relationships
- Define harassment, teasing and bullying
- Identify types of family values

Assessments

- Pre and Formative- Do Now, Exit Ticket, Lesson Quiz, Vocabulary Definitions, Communication In Relationships, Bullying, Cyberbullying, Pride 2021, Sexual Attraction and Orientation
- Summative- Unit Test
- Other assessment measures- Descriptive Writing: Read a selection to the students and have them think about the characters. Have students write about how the characters communicated their thoughts and feelings? Based on what they have learned, would they suggest other ways the character could have responded.

Teaching and Learning Actions

| *Instructional Strategies* | Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.

 Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

 Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

 Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

 Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

 Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson. |
| *Activities: Including G/T, SE, and ELL Differentiation* | **Instructional Strategies (Student Led Modeling Support):** |

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
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- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about gender-role sterotypes and draw pictures reflecting what you have written.)

Students With A 504:

	• Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Invite an LGBTQ+ motivational speaker to school to discuss gender role stereotypes, sexual orientation and gender identity

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/empathyandrespect/bullying/
- https://www.brainpop.com/health/mentalhealth/cyberbullying/
- https://www.brainpop.com/socialstudies/news/pride2021/
- https://kidshealth.org/en/teens/sexual-orientation.html?ref=search#catemotion

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XVII	Personal and Mental Health		Grade(s)	3-5
Unit Plan Title:	**Community Health Services and Support**			

Overview/Rationale

The unit focus is on the core idea that community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. The unit addresses individuals benefiting from an awareness of coping strategies that can be used when facing difficult situations.

New Jersey Student Learning Standards

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

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How are needs and emergencies in a school or community handled?
- How are global issues like climate change being addressed?
- How are strategies used to deal with the feelings of sadness, anger, anxiety or stress?

Enduring Understandings

- Students will be able to identify the community professionals and school personnel available to help with health emergencies
- Students will be able to explain the benefits of coping strategies used in difficult situations

Student Learning Targets/Objectives

- List health services and resources available during health emergencies
- Identify the role businesses, non-profit organizations and individuals have in health problems such as climate change
- Describe the coping strategies needed to deal with difficult situations

Assessments

- Pre and Formative- Do Now, Exit Ticket, Lesson Quiz, Vocabulary Definitions, Your Emotions, Managing Stress and Your Environment
- Summative- Unit Test
- Authentic- Role Play: Have small groups of students work together to write and perform a skit in which a peer uses strategies to manage his or her anger in healthful ways

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about the impact of climate change and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a naturalist or park ranger to your classroom. Discuss the importance of clean forests, rivers, and oceans to keep wildlife and people healthy. He or she might also discuss volunteer programs that students can join to help keep the environment clean and healthful, as well as things they can do every day to reduce waste and pollution. Use VR Glasses to showcase the effects climate change has on the environment

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/diseasesinjuriesandconditions/depression/
- https://www.brainpop.com/science/earthsystem/climatechange/
- https://www.brainpop.com/health/psychologyandbehavior/gettinghelp/

- https://kidshealth.org/en/kids/school-counselors.html?WT.ac=ctg#catpeople

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XVIII	Physical Wellness		Grade(s)	3-5
Unit Plan Title:	**Movement Skills and Concepts**			

Overview/Rationale

The unit focus is on the 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. The unit addresses constructive feedback from others impacting improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. The unit addresses teams applying offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

New Jersey Student Learning Standards

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does effective and appropriate movement affect wellness?
- How important is it to learn concept of movement?
- How does strategy influence performance in competitive games and activities?

- How do you show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Enduring Understandings

- Students will be able to demonstrate body management skills and control when moving
- Students will be able to explain demonstrate movement sequences in response to various tempos, rhythms and musical styles
- Students will be able to correct movement skills and analyze concepts in response to feedback and self-evaluation
- Students will be able to apply specific rules, strategies and procedures for physical activity

Student Learning Targets/Objectives

- Explain the difference between isolated and applied settings.
- Discuss how body management is important while moving in relation to objects in general space.
- Identify when to use offensive and defensive strategies.
- Explain the difference between offense and defense.
- Summarize good characteristics of sportsmanship.
- Discuss the importance of safety rules and how they benefit game play.

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic- Journal: Students will keep a journal that will document their overall experience in each of the skills learned.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.

	• Student led classroom instruction also Project Based Learning (Example: Write about your experience in the Kids Heart Challenge and draw pictures reflecting what you have written.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Hoops For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Fuel Up To Play 60- Fuel Up to Play 60 is an in-school nutrition and physical activity program launched by National Dairy Council and NFL, in collaboration with the USDA, to help encourage today's youth to lead healthier lives. Jump Rope For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Red Bulls Guest Speaker Field Trip to Bowling Alley Field Day Global National Play Day- Restoring unstructured play to a generation of kids.

Resources
• McGraw-Hill Health & Wellness 2014 Textbook • www.KidsHealth.org • www.heart.org/kidsheartchallenge • www.fueluptoplay60.com

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit XIX	Physical Wellness		Grade(s)	3-5
Unit Plan Title:	**Physical Fitness**			

Overview/Rationale

The unit focus is on the components of fitness contributing to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

New Jersey Student Learning Standards

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings

- Students will be able to identify physical, social, emotional and intellectual benefits of regular physical activity
- Students will be able to participate in moderate to vigorous age-appropriate physical fitness activities
- Students will be able to develop short and long term health related fitness goals
- Students will be able to determine how different factors influence personal fitness and lifestyle choices

Student Learning Targets/Objectives

- What is exercise and how does it benefit our overall health?
- What exercises increase strength, flexibility, and endurance?
- How can you improve muscular strength, flexibility and endurance?
- What is a fitness goal?
- How can you achieve a fitness goal?

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket

- Summative- Unit Test
- Other assessment measures-Descriptive Writing: Create a free verse or acrostic poem that either is about exercise or fitness.

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about your fitness journey and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR glasses to see how exercise impacts the human body Xbox Kinect "Your Shape" students can mimic exercise routines LA Fitness Gym Owner to discuss the benefits of fitness

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- www.KidsHealth.org
- www.heart.org/kidsheartchallenge
- Gonoodle.com

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit XX	Physical Wellness		Grade(s)	3-5
Unit Plan Title:	**Lifelong Fitness**			

Overview/Rationale

The unit focus is on wellness being maintained, and gains occurring over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. The unit addresses personal and community resources that can support physical activity.

New Jersey Student Learning Standards

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

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	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can wellness be maintained over time?
- How can personal and community resources support physical activity?

Enduring Understandings

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises
- Students will be able to describe community resources used to support participation in physical activities, sports and wellness

Student Learning Targets/Objectives

- List ways to maintain wellness over time
- Identify resources that can support physical activity

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Other assessment measures-Descriptive Writing: Set two lifelong fitness goals and identify ways they will achieve them.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:**

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- Snap and read Google extension addition. Will read to the student in the language selected
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- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about activities that promote lifelong fitness and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR glasses to see how exercise impacts the human body Xbox Kinect "Your Shape" students can mimic exercise routines LA Fitness Gym Owner to discuss the benefits of fitness

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- www.KidsHealth.org
- www.heart.org/kidsheartchallenge
- www.fueluptoplay60.com

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit XXI	Physical Wellness		Grade(s)	3-5
Unit Plan Title:	**Nutrition**			

Overview/Rationale

The unit focus is on Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assisting in making nutrition-related decisions that will contribute to wellness.

New Jersey Student Learning Standards

• 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

		NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- **How can you make food healthy?**
- **How do you determine appropriate portion size?**

Enduring Understandings

- Students will be able to explain how healthy eating provides energy to maintain healthy weight, lower risk of disease, and keep body systems functioning effectively
- Students will be able to create a healthy meal based on nutritional content, value, calories and cost
- Students will be able to develop a plain to attain a personal nutrition health goal that addresses strength, needs, and culture

Student Learning Targets/Objectives

- List the important nutrients.
- List the groups in MyPlate and their recommended amounts.
- Explain the importance of reading food labels.
- Describe a balanced diet.
- Identify ways people may adversely react to foods.
- Identify ways to maintain a healthful weight.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Getting the Nutrients Your Body Needs, Making Healthful Food Choices, Food Labels and Food Ads, Eating Healthful Meals and Snacks, Preventing Foodborne Illness, A Healthful Weight, Lesson Quizzes, Critical Thinking Questions, Vocabulary Definitions
- Summative- Unit Test

- Other assessment measures- Descriptive Writing: Make an advertisement that promotes a healthful food such as oatmeal. Think about what information should be in your ad. What might your ad say or show that would make people want to eat oatmeal?

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have students work in pairs to test various foods for fats. Ask students to write the name of the food they will test on a piece of brown paper. Then have students rub a small amount of the food over the paper and set the paper aside for a few minutes. Explain that fatty foods will leave behind a greasy spot on the paper that is very visible when held up to light. Have students test at least five different foods and report on their findings.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite the local ShopRite's dietician in to discuss nutrition and healthy food choices students can make

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/nutrition/bodyweight/
- https://www.brainpop.com/health/nutrition/nutrition/

- https://www.brainpop.com/health/nutrition/obesity/
- https://kidshealth.org/en/kids/pyramid.html?WT.ac=ctg#catfood
- https://kidshealth.org/en/kids/labels.html?WT.ac=ctg#catfood

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit XXII	Safety		Grade(s)	3-5
Unit Plan Title:	**Personal Safety**			

Overview/Rationale

The unit focus is on safety including being aware of the environment and understanding how certain situations could lead to injury or illness. The unit addresses strategies that individuals can use to communicate safely in an online environment. The unit addresses children practicing setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

New Jersey Student Learning Standards

- 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can you reduce your risk of injuries?
- How can you handle choking, bleeding, burns, poisoning and stroke?
- How do you practice safety while in motor vehicles?
- How should you communicate through digital media?
- How do you respect people's personal boundaries?
- How should you handle an uncomfortable or dangerous situation?

Enduring Understandings

- Students will be able to develop strategies to reduce the risk of injuries at home, school, or in the community
- Students will be able to demonstrate first aid procedures
- Students will be able to example the impact of unsafe behaviors when traveling in motor vehicles
- Students will be able to develop strategies to safely communicate through digital media
- Students will be able to identify strategies a person could use to handle an uncomfortable or dangerous situation

Student Learning Targets/Objectives

- List ways to prevent poisoning.

- List safety rules for riding a bike or a scooter.
- Identify the meaning of different safety signs that are posted on roads.
- List safety rules for riding in a car and a bus.
- List ways to stay safe from strangers at home and in the community.
- Describe what to do if you get an unsafe touch and ways to recover from violence.
- List safety rules to protect yourself from violence.
- List reasons to stay away from gangs.
- Describe how to put together a first aid kit with a parent or guardian.
- Describe what an emergency alert is.
- Explain when and how to call for emergency help.
- Describe how to administer first aid for small cuts, deep cuts, scrapes, and nosebleeds.
- Describe first aid for sprains, burns, and choking.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Safety at Home and School, Being Safe Outdoors, Ride Safely, Being Safe from Violence, Being Safe from Gangs, How to Handle and Emergency, First Aid Skills, Lesson Quiz, Vocabulary Definitions
- Summative- Unit Test
- Other assessment measures- Research Paper: In student pairs, assign one of the most common health problems affecting children in the US. Have students research, write a brief paragraph about their topic including text evidence from their reading. Have them explain how their health problem can be prevented and treated.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and

	strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects. • Student led classroom instruction also Project Based Learning (Example: Bring a doll to class. Gather materials commonly found in a household first aid kit such as

	bandages, gauze, and so on. Have students sit in a circle. Place the doll in the center of the circle. Use the doll to practice using the first aid materials in treating various predetermined injuries) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Invite a local police officer to speak about gangs and violence, as well as what police officers do to keep people safe. Have the local EMT come in and demonstrate how to properly administer first aid and how to help someone choking Go to Orange Fire Department for demonstrations of fire safety

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/sportsandfitness/bicyclesafety/
- https://www.brainpop.com/health/sportsandfitness/firstaid/
- https://www.brainpop.com/health/sportsandfitness/concussions/
- https://www.brainpop.com/health/diseasesinjuriesandconditions/burns/
- https://kidshealth.org/en/kids/splints.html?WT.ac=ctg#cataches
- https://kidshealth.org/en/kids/rashes.html?WT.ac=ctg#cataches
- https://kidshealth.org/en/kids/car-safety.html?WT.ac=ctg#catout

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXIII	Safety		Grade(s)	3-5
Unit Plan Title:	**Health Conditions, Diseases and Medicines**			

Overview/Rationale

The unit focus is on actions that individuals can take to help prevent diseases and stay healthy.

New Jersey Student Learning Standards

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

		NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can we keep ourselves disease free?
- How can we ensure our body is functioning properly?
- How does mental health affect our wellness?

Enduring Understandings

- Students will be able to identify conditions that keep the human body from working properly
- Students will be able to describe how to prevent the spread of communication and infection diseases
- Students will examine how mental health can impact wellness

Student Learning Targets/Objectives

- List kinds of pathogens that cause disease.
- Explain how the body's defenses work.
- List symptoms of communicable diseases.
- List treatments for communicable diseases.
- Describe ways to control diabetes and reduce the risk of type 2 diabetes.
- List causes of chronic diseases.
- Describe ways to reduce triggers for asthma.
- Explain what causes a heart attack.
- List ways to reduce the risk of different types of cancer
- Identify the impact depression, anxiety and stress has on wellness

Assessments

- Pre and Formative- Do Now, Exit Ticket, Diseases That Spread, The Body's Defense, Treating Disease, Chronic Disease, Heart Disease, Cancer, Critical Thinking Questions, Lesson Quizzes, Vocabulary Definitions
- Summative- Unit Test
- Authentic: Have students make an illustration of the body that shows and describes the body parts that make up the first line of defense against disease. Have students write captions to explain how each part protects against pathogens

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP.

- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about the effects lyme disease can have on a person and draw pictures reflecting what you have written.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Nurse will discuss lyme disease, breast cancer and self-examinations. Ask students to choose one type of pathogen that they have learned about in this lesson, such as bacteria, fungi, viruses, or protists, and research more about what the pathogen looks like. Have students to make large-scale models of the pathogens using papier-mâché, clay, or cardboard. VR Glasses to see how cancer cell develop inside the human body.

Resources
• McGraw-Hill Health & Wellness 2014 Textbook
• https://www.brainpop.com/health/diseasesinjuriesandconditions/lymedisease/
• https://www.brainpop.com/health/bodysystems/heart/
• https://www.brainpop.com/health/diseasesinjuriesandconditions/zikavirus/
• https://www.brainpop.com/health/diseasesinjuriesandconditions/viruses/
• https://www.brainpop.com/health/bodysystems/heart/
• https://www.brainpop.com/health/mentalhealth/depression/
• https://kidshealth.org/en/kids/csmovie.html?WT.ac=en-k-htbw-main-page-a#catout
• https://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-a#catout
• https://kidshealth.org/en/kids/depression.html?WT.ac=ctg#catthought

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXIV	Safety		Grade(s)	3-5
Unit Plan Title:	**Alcohol, Tobacco and Other Drugs**			

Overview/Rationale

The unit focus is on the use of alcohol, tobacco, and drugs affecting the user, family, and community members in negative ways and having unintended consequences. The unit addresses drug misuse and abuse affecting one's relationship with friends, family, and community members in unhealthy ways.

New Jersey Student Learning Standards

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?
- How does one person become an addict and another does not?
- How does using alcohol, tobacco, and drugs affect yourself and the people around you?
- How does drug misuse and abuse affect your relationships with others?

Enduring Understandings

- Students will be able to identify products that contain alcohol, tobacco, and drugs and explain the unhealthy effects
- Students will be able to describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- Students will be able to describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available

Student Learning Targets/Objectives

- Identify ways to prevent drug misuse.
- Identify ways to prevent drug abuse.
- Describe ways that alcohol harms physical health, mental and emotional health, and family and social health.
- Describe types of help available to someone who has a drinking problem.
- List ways smoking tobacco harms health.
- Explain ways secondhand smoke harms health..
- Describe how to quit tobacco use.
- Describe ways marijuana, e-cigarettes and vaping harms health.

- Identify ways that the misuse or abuse of stimulants and depressants harms health.
- Explain why it is harmful to abuse inhalants and steroids.
- Describe ways to get help for people who abuse drugs.

Assessments

- Pre and Formative- Do Now, Exit Ticket, Safe Drug Use, Alcohol and Health, Tobacco and Health, Lesson Quiz, Vocabulary Definitions
- Summative- Unit Test
- Authentic: Write a song or poem persuading other young people not to use alcohol. Include at least two short-term and two long-term effects as reasons to avoid alcohol. Use reasons that you think will convince other people your age not to drink alcohol

Teaching and Learning Actions

| *Instructional Strategies* | Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.

Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson. |
| *Activities: Including G/T, SE, and ELL Differentiation* | **Instructional Strategies (Student Led Modeling Support):**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. |

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Design your own ad against cigarettes. In the ad, tell what harmful chemicals are in cigarettes and the health benefits of not smoking.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a smoking cessation counselor to speak about the help that is available for smokers who want to quit and how difficult it is to quit smoking once a person starts. VR Glasses to see how e-cigarettes, vaping and marijuana use effect our body systems.

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/nutrition/alcohol/
- https://www.brainpop.com/health/personalhealth/smoking/
- https://www.brainpop.com/health/personalhealth/substanceabuse/
- https://kidshealth.org/en/teens/marijuana.html?ref=search#catthought
- https://kidshealth.org/en/teens/e-cigarettes.html?ref=search#catthought

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit XXV	Safety		Grade(s)	3-5
Unit Plan Title:	**Dependency, Substance Disorder and Treatment**			

Overview/Rationale

The unit focus is on the short- and long-term effects of substance abuse being dangerous and harmful to one's health. The unit addresses the use/abuse of alcohol, tobacco, and drugs having unintended consequences and explaining resources available for individuals and others affected by these situations.

New Jersey Student Learning Standards

- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How is substance abuse dangerous to our health?
- How would someone handle the consequence of using alcohol, tobacco and other drugs?

Enduring Understandings

- Students will be able to differentiate between drug use, misuse, abuse and prescription drugs
- Students will be able to identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- Students will be able to demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
- Students will be able to demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
- Students will be able to 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

Student Learning Targets/Objectives

- Differentiate between drug use, misuse and abuse
- Identify signs that someone has an issue with alcohol, tobacco, or other drugs
- List refusal skills used to say "no" to alcohol, tobacco, or other drugs
- Identify resources available to people who need help with alcohol, tobacco, or other drugs
- List the professionals that can help someone struggling with alcohol, tobacco, or other drugs

Assessments

- Pre and Formative- Do Now, Exit Ticket, , Drug Abuse, Staying Drug Free, Lesson Quiz, Vocabulary Definitions
- Summative- Unit Test
- Authentic: Develop a multimedia presentation of interesting activities to do with peers. The presentation should show how these activities can help from a "protective barrier" that will keep young people away from drugs and their damaging consequences

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Choose a drug. Write a news report explaining why a person might start using the drug. Then describe how the person could become addicted. Finally, describe what might happen when the person stops using the drug.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a pharmacist to speak to the class about drug use, abuse, and misuse
Resources	

- McGraw-Hill Health & Wellness 2014 Textbook
- https://www.brainpop.com/health/personalhealth/substanceabuse/

- https://www.brainpop.com/health/personalhealth/addiction/
- https://kidshealth.org/en/teens/addictions.html?ref=search#catthought

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXVI	Personal and Mental Health		Grade(s)	6-8
Unit Plan Title:	**Personal Growth and Development**			

Overview/Rationale

This unit focuses on individual actions, genetics, and family history playing a role in an individual's personal health. The unit addresses responsible actions regarding behavior that can impact the development and health of oneself and others.

New Jersey Student Learning Standards

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

		NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

21st Century Skills: Check all that apply			
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can personal hygiene affect all sides of your health triangle?
- How is caring for your skill and hair important to your overall physical health?
- How does your teeth perform important functions?
- How can you care for your eyes and ears?
- How does the reproductive system make it possible for people to produce children?
- How does genetics and family history impact your personal health?

Enduring Understandings

- Students will be able to explain how appropriate health care can promote personal health
- Students will be able to analyze how genetics and family history can impact personal health
- Students will be able to describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies
- Students will be able to analyze the relationship between healthy behaviors and personal health

Student Learning Targets/Objectives

- Identify the two main functions of the male reproductive system
- List the three functions of the female reproductive system
- Define hygiene
- Name three functions of the skin
- List the functions of the teeth
- List three habits to promote eye health
- List three genetic traits that can get passed down

Assessments

- Pre and Formative- Do Now, Exit Ticket, The Male Reproductive System, The Female Reproductive System, Personal Hygiene/Consumer Choices, Taking Care of Your Skin and Hair, Caring for Your Mouth and Teeth, Protecting Your Eyes and Ears
- Summative- Unit Test
- Authentic- Project: Create a board game that teaches about the reproductive system. Explain that the major requirements of the game are that is should make logical sense to players, and that it should involve information about the reproductive system's components and how they work.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Some teens and adults use anabolic steroids to change their bodies. Use online resources to learn about the ways steroids affect the male reproductive system. Summarize your findings in a fact sheet about the dangers of illegal steroid use.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR Glasses will be used and students will see how the male and female reproductive organs work Visit the School Health Clinic to see how to take care of our body systems.

Resources

- Glencoe Teen Health Textbook
- https://kidshealth.org/en/teens/genes-genetic-disorders.html?ref=search#catthought
- https://kidshealth.org/en/teens/female-reproductive-slides.html?ref=search#catthought
- https://kidshealth.org/en/teens/male-repro.html?ref=search

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXVII	Personal and Mental Health	Grade(s)	6-8
Unit Plan Title:	**Pregnancy and Parenting**		

Overview/Rationale

The unit focus is on an awareness of the stages of pregnancy and prenatal care that can contribute to a healthy pregnancy and the birth of a healthy child. The unit addresses a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

New Jersey Student Learning Standards

• 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
• 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
• 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
• 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
• 2.1.8.PP.5: Identify resources to assist with parenting.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does every human start out?
- How is human life divided into a series of stages?

Enduring Understandings

- Students will be able to describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption
- Students will be able to summarize the stages of pregnancy from fertilization to birth
- Students will be able to identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care
- Students will be able to predict challenges that may be faced by adolescent parents and their families
- Students will be able to identify resources to assist with parent

Student Learning Targets/Objectives

- Identify the parts that make up the reproductive system
- Explain the signs of pregnancy
- List the eight stages of life
- Define abortion
- Define adoption
- List teen parent challenges

Assessments	
- Pre and Formative- Do Now, Exit Ticket, Infant and Child Development, Having a Healthy Pregnancy - Summative- Unit Test - Authentic- Project: Design a bumper sticker or button with a slogan that promotes abstinence. You may also use graphics or illustrations to support your idea	
Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Write about the stages of pregnancy and draw pictures to represent each stage.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	Invite a representative from Planned Parenthood to discuss parenting, abortion, and adoption.

Resources

- Glencoe Teen Health
- https://kidshealth.org/en/teens/pregnancy.html?ref=search#catthought
- https://www.brainpop.com/health/geneticsgrowthanddevelopment/parenthood/
- https://www.brainpop.com/health/geneticsgrowthanddevelopment/babies/

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXVIII	Personal and Mental Health		Grade(s)	6-8
Unit Plan Title:	**Emotional Health**			

Overview/Rationale

The unit focus is on self-management skills that impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

New Jersey Student Learning Standards

> • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
>
> • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does a person have good mental and emotional health?
- How can you deal with emotions in a health way?
- How can you keep stress under control?
- How can you grieve over loss?

Enduring Understandings

- Students will be able to compare and contrast stress management strategies that are used to address various types of stress-induced situations
- Students will be able to analyze how personal attributes, resiliency, and protective factors support mental and emotional health

Student Learning Targets/Objectives

- List three steps to build positive self-esteem and resilience
- Describe two strategies for dealing with emotions in a healthy way
- Name five stages that many people experience while grieving
- Name two healthful strategies for dealing with stress

Assessments

- Pre and Formative- Do Now, Exit Ticket, Your Mental & Emotional Health, Understanding Your Emotions, Managing Stress, and Coping with Loss
- Summative- Unit Test
- Authentic- Role Play: Role-[lay a situation in which one or both of you is upset over something. Use anger-management skills to express your anger in a healthy way.

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.

- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Lead a class discussion of the causes and effects of stress and specific skills to manage stress. Then have students work in small groups to create graphic organizers that show causes, effects, and ways to manage stress. Have students further classify each of the effects of stress by identifying which of the three sides of the health triangle they affect.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	School counselors host an assembly on mental health and ways to manage stress. Invite someone from National Institute of Mental Health to speak to students.

Resources

- Glencoe Teen Health Textbook
- https://kidshealth.org/en/teens/center/stress-center.html?ref=search#catthought
- https://kidshealth.org/en/teens/someone-died.html?ref=search#catthought
- https://kidshealth.org/en/teens/your-mind/emotions?ref=search#catthought

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXIX	Personal and Mental Health	Grade(s)	6-8
Unit Plan Title:	**Social and Sexual Health**		

Overview/Rationale

The unit focus is on the core idea that inclusive schools and communities are accepting of all people and make them feel welcome and included. The unit addresses relationships are influenced by a wide variety of factors, individuals, and behaviors. The unit addresses factors that contribute to making healthy decisions about sex.

New Jersey Student Learning Standards

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does a person give consent for sexual activity?

- How can you can show respect for others regardless of their gender, gender identity, or sexual orientation?
- How are sexual transmitted diseases spread through sexual activity?
- How does HIV cause AIDS?

Enduring Understandings

- Students will be able to differentiate between gender identity, gender expression and sexual orientation
- Students will be able to develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community
- Students will be able to demonstrate communication skills that will support healthy relationships
- Students will be able to identify factors that are important in deciding whether and when to engage in sexual behaviors.

Student Learning Targets/Objectives

- Define sexual orientation
- Define transgender
- List three problems sexually active teens may face
- Describe ways to prevent an unplanned pregnancy
- Explain how an unplanned pregnancy affects a teen's life
- Explain the consequences of syphilis if left untreated
- List three ways HIV is spread

Assessments

- Pre and Formative- Do Now, Exit Ticket, Sexually Transmitted Diseases, HIV/AIDS, Responsible Relationships and Diversity in Relationships
- Summative- Unit Test
- Authentic- Descriptive Writing: Create a brochure or pamphlet about HIV and AIDS. Include basic facts about the diseases and explain how to avoid getting the disease. Include ways it can be transmitted and ways it cannot be transmitted.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction

	• Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. • Student led classroom instruction also Project Based Learning (Example: Create a pamphlet that describes different sexual orientations. In your pamphlet, define the different the terms used to describe sexual orientation and identity and why it is important to respect a person's individual differences.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Have NJ Physicians Group come in and discuss sexual relationships which will discuss consent, contraception, unintended pregnancy, and STIs.

Resources
• Glencoe Teen Health Textbook • https://kidshealth.org/en/teens/sexual-orientation.html?ref=search#catthought • https://kidshealth.org/en/teens/std-odds.html?ref=search#catthought • https://kidshealth.org/en/teens/std-warts.html?ref=search#catthought • https://kidshealth.org/en/teens/coming-out.html?ref=search

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXX	Personal and Mental Health	Grade(s)	6-8
Unit Plan Title:	**Community Health Services and Support**		

Overview/Rationale

The unit focus is on the core idea that potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. The unit addresses advocacy for personal, family, community, and global health that can influence and change the interaction of people and their health. The unit addresses different people having different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

New Jersey Student Learning Standards

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can you decipher the warning signs of suicide?
- How is CPR used on older children and adults?

- How do females perform a breast self-examination?
- How are minors provided access to sexual healthcare services?
- How are minors protected from sexual harassment, sexual abuse and exploitation?

Enduring Understandings

- Students will be able to identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed
- Students will be able to identify community resources and/or other sources of support, such as trusted
  adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked

Student Learning Targets/Objectives

- Define the term suicide
- Identify two symptoms of major depression
- Define CPR
- Identify the steps perform a self-examination
- Explain the resources available to protect minors from sexual harassment, sexual abuse and exploitation

Assessments

- Pre and Formative- Do Now, Exit Ticket, Suicide Prevention, First Aid ad Emergencies, Caring for the Female Reproductive System, Communicating Consent, Choosing Your Own Doctor
- Summative- Unit Test
- Authentic- Descriptive Writing: Write a dialogue between a tee who has been showing warning signs of suicide and a concerned friend. Show how the second teen uses communication skills to show empathy and concern for the first teen and what useful advice can they provide to their friend to assist them

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students in will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.

	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:**

	• Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. • Student led classroom instruction also Project Based Learning (Example: Write about helping a friend who is talking about suicide.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Invite someone from Suicide Prevention Lifeline to talk to students about depression and learning about warning signs of suicide

Resources
• Glencoe Teen Health • https://kidshealth.org/en/teens/suicide.html?ref=search#catthought • https://kidshealth.org/en/kids/cpr.html?ref=search • https://kidshealth.org/en/teens/harassment.html?ref=search#catthought

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXXI	Physical Wellness		Grade(s)	6-8
Unit Plan Title:	**Movement Skills and Concepts**			

Overview/Rationale

The unit focus is on the effective execution of movements being determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). The unit addresses that feedback from others and self-assessment impacts performance of movement skills and concepts. The unit addresses individual and team goals being achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

New Jersey Student Learning Standards

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does effective and appropriate movement affect wellness?
- How does the concepts of movement help perform a movement?
- How does strategy influence performance in competitive games and activities?
- How do you show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Enduring Understandings

- Students will be able to explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Students will be able to demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments
- Students will be able to analyze and correct movements and apply to refine movement skills

- Students will be able to predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games
- Students will be able to demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings

Student Learning Targets/Objectives

- Explain the difference between isolated and applied settings.
- Discuss how body management is important while moving in relation to objects in general space.
- Identify when to use offensive and defensive strategies.
- Explain the difference between offense and defense.
- Summarize good characteristics of sportsmanship.
- Discuss the importance of safety rules and how they benefit game play.

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic- Journal: Students will keep a journal that will document their overall experience in each of the skills learned.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. • Student led classroom instruction also Project Based Learning (Example: Write about your physical health triangle. If the sides are not balanced, identify which areas need work. Tell what habits you can adopt that will improve your overall physical health. Develop a plan to practice these habits regularly.)

	Students With A 504: • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Hoops For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Fuel Up To Play 60- Fuel Up to Play 60 is an in-school nutrition and physical activity program launched by National Dairy Council and NFL, in collaboration with the USDA, to help encourage today's youth to lead healthier lives. Jump Rope For Heart- This is a fun and exciting event where your student learns about their heart while helping others and raising money for the American Heart Association. Red Bulls Guest Speaker Field Trip to Bowling Alley Field Day Global School Play Day- Restoring unstructured play to a generation of kids.

Resources
• Glencoe Teen Health • https://kidshealth.org/en/teens/involved-school.html?ref=search • www.fueluptoplay60.com • www.heart.org/kidsheartchallenge

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit XXXII	Physical Wellness		Grade(s)	6-8
Unit Plan Title:	**Physical Fitness**			

Overview/Rationale

The unit focus is on a variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

New Jersey Student Learning Standards

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

		X	Communication
	Civic Literacy	X	Critical Thinking and Problem Solving
	Global Awareness	X	Collaboration
X	Health Literacy		
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can you stay physically fit while practicing the minimum amount of exercise?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings

- Students will be able to summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity
- Students will be able to recognize and involve others of all ability levels into a physical activity
- Students will be able to execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness
- Students will be able to implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program

Student Learning Targets/Objectives

- What is exercise and how does it benefit our overall health?
- What exercises increase strength, flexibility, and endurance?
- How can you improve muscular strength, flexibility and endurance?
- What is a fitness goal?

- How can you achieve a fitness goal?

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic-Descriptive Writing: In 2-3 paragraphs, describe your own thoughts and feelings about the benefits of being physically fit. Include two fitness goals and strategies to achieve each of them.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Write about your favorite physical activity and why? Did friends or family spark your interest in this activity? Draw a picture explaining your response.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this documents

Experiences (virtual and live field trips)	VR glasses to see how exercise impacts the human body Xbox Kinect "Your Shape" students can mimic exercise routines LA Fitness Gym Owner to discuss the benefits of fitness

Resources

- Glencoe Teen Health
- https://kidshealth.org/en/teens/nutrition-fitness-center/fitness?ref=search
- www.heart.org/kidsheartchallenge

- www.gonoodle.com

| Pacing/ Time Frame: | 18-20 Class Periods (45 minute class periods) |

Unit XXXIII	Physical Wellness	Grade(s)	6-8
Unit Plan Title:	**Lifelong Fitness**		

Overview/Rationale

The unit focus is on effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. The unit addresses community resources that can provide participation in physical activity for self and family members.

New Jersey Student Learning Standards

• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

• 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply				
	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can wellness be maintained over time?
- How can personal and community resources support physical activity?

Enduring Understandings

- Students will be able to develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness
- Students will be able to explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime
- Students will be able to engage s in a variety of physical activities using technology and cross-training, and lifetime activities
- Students will be able to develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities

Student Learning Targets/Objectives

- List ways to maintain wellness over time
- Identify resources that can support physical activity
- Explain technology resources used to promote fitness

Assessments

- Pre and Formative- Do Now, Station Question, Exit Ticket
- Summative- Unit Test
- Authentic: Write a journal entry about a fitness goal you would like to reach. What are some realistic steps that you could take to reach this goal?

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Create a fitness plan that shows how you can be physically active for one hour, 5 to 6 days a week..)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR glasses to show lifelong activities impact on the body over time Xbox Kinect "Your Shape" students can mimic exercise routines Invite a fitness instructor to discuss different exercise regimens that can be done over life span
Resources	

- Glencoe Teen Health
- https://kidshealth.org/en/teens/easy-exercises.html?ref=search

- www.heart.org/kidsheartchallenge
- www.gonoodle.com

Pacing/ Time Frame:	18-20 Class Periods (45 minute class periods)

Unit XXXIV	Physical Wellness		Grade(s)	6-8
Unit Plan Title:	**Nutrition**			

Overview/Rationale

The unit focus is on factors that can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

New Jersey Student Learning Standards

    • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

    • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

    • 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

    • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do nutrients keep your body healthy?
- How can you make healthful food choices?
- How can you maintain a healthy weight?

Enduring Understandings

- Students will be able to analyze how culture, health status, age and access to healthy foods can influence personal eating habits skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights
- Students will be able to identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights
- Students will be able to design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans
- Students will be able to assess personal nutritional health and consider opportunities to improve health and performance

Student Learning Targets/Objectives

- Explain how vitamins help your body
- Name the six categories of nutrients
- Name three factors that can influence your food choices
- List factors that help determine your healthy weight

Assessments

- Pre and Formative- Do Now, Exit Ticket, Concept Mapping, Guided Reading, Enrichment Activity, Lesson Quiz, Vocabulary Definitions, Managing Your Weight, Creating a Healthful Eating Plan and Nutrients Your Body Needs
- Summative- Unit Test
- Authentic- Project: Research foods that are high in fiber. Identify at least three foods that are high in fiber. Then find all of the high fiber foods in your house. How many foods did you find? Is your family eating enough high-fiber foods?

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP.

	- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level - Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines - Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** - Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. - Snap and read Google extension addition. Will read to the student in the language selected - Vocabulary Spelling City word banks - Use visuals whenever possible to support classroom instruction and classroom activities. - Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** - Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit - Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction - Constant parental contact along with mandatory tutoring appointments - Academic Contracts **Gifted and Talented Students:** - Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. - Student led classroom instruction also Project Based Learning (Example: Write about an ad for a food or food product. What does the ad tell you about the food? What methods does it use to encourage you to buy the food? Does the ad make you want to try the food? Draw a picture the evidence you found.) **Students With A 504:** - Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Have local Shop Rite dietician discuss with students the benefits of nutrition and how they should properly use MyPlate in their daily lives
Resources	
Glencoe Teen Health Textbook	

- https://kidshealth.org/en/teens/breakfast-sheet.html?WT.ac=ctg
- https://kidshealth.org/en/teens/make-change.html?WT.ac=ctg
- https://kidshealth.org/en/teens/myplate.html?WT.ac=ctg
- https://kidshealth.org/en/teens/grocery-shopping.html?WT.ac=ctg

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit XXXV	Safety		Grade(s)	6-8
Unit Plan Title:	**Personal Safety**			

Overview/Rationale

The unit focus is on the awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences that can help to reduce negative impacts when confronted with difficult or unsafe situations. The unit addresses individuals experiencing interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. The unit addresses technology impacting the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

New Jersey Student Learning Standards

- • 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- • 2.3.8.PS.2: Define sexual consent and sexual agency.
- • 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- • 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- • 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Career Readiness, Life Literacies, and Key Skills

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- • 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- • 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How is violence a major health problem in our society?
- How can you prevent dating violence?
- How can you prevent domestic violence?
- How does abuse affect your health triangle?
- How can we practice social media safety?
- How is human trafficking a form of abuse?

Enduring Understandings

- Students will be able to assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others
- Students will be able to define sexual consent and sexual agency

- Students will be able to define interpersonal and sexual violence and describe their impacts on sexual health
- Students will be able to demonstrate strategies to use social media safely, legally, and respectfully

Student Learning Targets/Objectives

- Explain the cycle of abuse
- Define sexual abuse
- Name factors in teen violence
- List ways we can practice social media safety

Assessments

- Pre and Formative- Do Now, Exit Ticket, Concept Mapping, Guided Reading, Enrichment Activity, Lesson Quiz, Vocabulary Definitions, Personal Safety and Online Safety, Understanding Violence, Violence Prevention, Abuse, Preventing and Coping With Abuse, Date Rape, Teaching Kids To Be Smart About Social Media
- Summative- Unit Test
- Authentic- Put students in small groups and give each group a card naming and describing a different type of emotional abuse or neglect. The students will prepare a short, silent skit. Have the rest of the class describe what is happening and name the specific type of emotional abuse or neglect

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence.
	Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.
	Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.
	Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket.
	Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place.
	Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** • Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus • Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** • Adhere to all modifications and health concerns stated in each IEP. • Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. • Student led classroom instruction also Project Based Learning (Example: Write about avoiding internet predators and draw pictures reflecting how you can accomplish this.)

	Students With A 504: • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Invite the Technology Coordinator to class and have her discuss ways students can practice digital safety as well as social media safety.

Resources
• Glencoe Teen Health • https://kidshealth.org/en/parents/2011-sexting.html?ref=search • https://kidshealth.org/en/teens/date-rape.html?ref=search • https://kidshealth.org/en/teens/school-violence.html?ref=search • https://kidshealth.org/en/parents/social-media-smarts.html?ref=search

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXXVI	Safety			Grade(s)	6-8
Unit Plan Title:	**Health Conditions, Diseases and Medicines**				

Overview/Rationale

The unit focus is on diseases that can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. The unit addresses the degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

New Jersey Student Learning Standards

• 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

• 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

• 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

• 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

• 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

• 2.3.8.HCDM.6: Explain how the immune system fights disease.

• 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How can non-communicable diseases result from heredity?
- How is cancer diagnosed?
- How can someone prevent heart disease?
- How does your immune system defend itself against infections?
- How does practicing food safety prevent diseases and health conditions?

Enduring Understandings

- Students will be able to justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions
- Students will be able to describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness
- Students will be able to determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors
- Students will be able to explain how the immune system fights disease

Student Learning Targets/Objectives

- Name three ways the body achieves immunity against diseases
- Identify three risk factors that can cause non-communicable diseases
- Name thee tools for diagnosing cancer
- Explain angioplasty
- Describe type 1 and type 2 diabetes

Assessments

- Pre and Formative- Do Now, Exit Ticket, Concept Mapping, Guided Reading, Enrichment Activity, Lesson Quiz, Vocabulary Definitions, Your Immune System, Non-communicable diseases, Cancer, Heart/Circulatory problems, Diabetes and Arthritis, Food Safety
- Summative- Unit Test
- Authentic- Write and illustrate a picture book that could be used to teach younger students about germs, disease, and the body's defenses

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Research some common non-communicable disease. Choose one example and create a fact sheet describing what causes the disease and how it affects the body.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR Glasses to see how non-communicable diseases develop in the body.

Resources	

- Glencoe Teen Health Textbook
- https://kidshealth.org/en/teens/cancer.html?WT.ac=ctg
- https://kidshealth.org/en/teens/center/diabetes-center.html?WT.ac=ctg#catgrowth
- https://kidshealth.org/en/teens/immune.html?ref=search
- https://kidshealth.org/en/teens/food-safety.html?ref=search#catgrowth

Pacing/ Time Frame:	4-5 Class Periods (45 minute class periods)

Unit XXXVII	Safety		Grade(s)	6-8
Unit Plan Title:	**Alcohol, Tobacco and Other Drugs**			

Overview/Rationale

The unit focus is on the use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) resulting in social, emotional, and physical harm to oneself and others.

New Jersey Student Learning Standards

   • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
   • 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
   • 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
   • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
   • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How are the substances in tobacco harmful to your health?
- How are the consequences of tobacco dangerous?
- How does alcohol affect the mind and body?
- How does alcohol have an immediate effect on many parts of the body?
- How can drug use lead to consequences with the law?

Enduring Understandings

- Students will be able to examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically
- Students will be able to explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory
- Students will be able to analyze how the influence of peers and different social settings can result in positive and/or negative outcomes

Student Learning Targets/Objectives

- Define the word addictive
- Describe the ways in which smoking harms the systems in the body
- Explain substance in tobacco that causes addiction
- Describe how alcohol affects the mind

- Differentiate between alcoholism and alcohol abuse
- Name three physical effects drugs can have on a person's body
- Name two reasons teens might choose to use drugs

Assessments

- Pre and Formative- Do Now, Exit Ticket, Concept Mapping, Guided Reading, Enrichment Activity, Lesson Quiz, Vocabulary Definitions, Alcohol Use and Teens, Effects of Alcohol Use, Facts About Tobacco, Health Risk of Tobacco Use, Drug Use and Abuse and Types of Drugs and Their Effects
- Summative- Unit Test
- Authentic- Descriptive Writing: Have students review the ways in which alcohol affects the body and the list of factors that influence the effects of alcohol. Then have students write a descriptive paragraph from the point of view of a specific tissue, organ, or organ system describing the negative effects alcohol has on its functioning.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Special Education Students Modifications (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) Students:

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning (Example: Research several myths about alcohol. Use the findings to create a poster showing the truth about these concepts.)

Students With A 504:

- Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	VR Glasses to show how tobacco effects the lungs and hearts
	VR Glasses to show how alcohol effects the liver

Resources

- McGraw-Hill Health & Wellness 2014 Textbook
- https://kidshealth.org/en/teens/alcohol.html?WT.ac=ctg#catgrowth
- https://kidshealth.org/en/teens/smoking.html?WT.ac=ctg#catgrowth
- https://kidshealth.org/en/teens/marijuana.html?WT.ac=ctg#catgrowth
- https://kidshealth.org/en/teens/cocaine.html?WT.ac=ctg

Pacing/ Time Frame:	6-8 Class Periods (45 minute class periods)

Unit XXXVIII	Safety		Grade(s)	6-8
Unit Plan Title:	**Dependency, Substance Disorder and Treatment**			

Overview/Rationale

The unit focus is on the variety of factors that can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options that are available depending on the needs of the individual. The unit addresses the use of alcohol and drugs that can affect the social, emotional, and physical behaviors of individuals and their families.

New Jersey Student Learning Standards

- 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.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.2.2.ITH.3: Identify how technology impacts or improves life.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does the substance in tobacco cause addiction?
- How does smoking have an effect on unborn babies and children?
- How does alcohol lead to disease and damage relationships?
- How can a person get help for an alcohol problem?
- How do support groups help a person become drug free?

Enduring Understandings

- Students will be able to summarize the signs and symptoms of alcohol, tobacco, and drug disorders
- Students will be able to compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level
- Students will be able to determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being

Student Learning Targets/Objectives

- Describe the support groups that help people become drug free
- Describe how a person can get help for an alcohol problem
- Explain the difference between alcoholism and alcohol abuse
- List three benefits of being tobacco free
- Identify the substance in tobacco that causes addiction

Assessments

- Pre and Formative- Do Now, Exit Ticket, Concept Mapping, Guided Reading, Enrichment Activity, Lesson Quiz, Vocabulary Definitions, Tobacco Addiction, Costs to Society, Alcoholism and Alcohol Abuse, Getting Help for Alcohol Abuse and Staying Drug Free
- Summative- Unit Test
- Authentic- Research the latest government restrictions on tobacco companies or advertisements. Write a paragraph describe your findings.

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will including proper spelling, definition, and applying it in a sentence. Cooperative Learning-Students will be place in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation. Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas. Reading and writing across the curriculum- The integration of literacy in all content areas. Students will read their chapters during class. Student will be reading and writing in their Health Masters worksheet and Exit Ticket. Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with student will take place. Word Wall- A collection of word for each lesson that is put on display in the classroom. As the students learning new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.
Activities: Including G/T, SE, and ELL Differentiation	**Instructional Strategies (Student Led Modeling Support):** - Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus - Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. **Special Education Students Modifications (Teacher Led Modeling Support):** - Adhere to all modifications and health concerns stated in each IEP. - Use the NEWELA software, which can revise the reading lexile level to meet students at current reading level

	• Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer **English Language Learners (ELL) Students:** • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and read Google extension addition. Will read to the student in the language selected • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment **At Risk Of Failure Students:** • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit • Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments • Academic Contracts **Gifted and Talented Students:** • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects and working with more primary source documents and completing case studies. • Student led classroom instruction also Project Based Learning (Example: Write about a strategies used to say no to illegal drugs and draw pictures reflecting what you have written.) **Students With A 504:** • Adhere to all modifications and health concerns stated in504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document
Experiences (virtual and live field trips)	Have a representative from Alcoholics Anonymous discuss with the class their support group and explain the road to recovery
Resources	

- Glencoe Teen Health Textbook
- https://kidshealth.org/en/teens/quit-smoking.html?WT.ac=ctg
- https://kidshealth.org/en/teens/coping-alcoholic.html?WT.ac=ctg
- https://kidshealth.org/en/teens/addictions.html?WT.ac=ctg

| Pacing/ Time Frame: | 4-5 Class Periods (45 minute class periods) |