



Burch Charter School of Excellence

Health Curriculum Guide Grades 3-4

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Health Domains:

- Wellness
 - Personal Growth and Development
 - Nutrition
 - Disease and Conditions
 - Safety
 - Social and Emotional Health
- Integrated Skills
 - Interpersonal Communication
 - Decision Making and Goal Setting
 - Character Development
 - Advocacy and Service
 - Health Services and Information
- Drugs and Medicine
 - Medicine
 - Alcohol, Tobacco, and Other Drugs
 - Dependency/Addiction and Treatment
- Human Relationships and Sexuality
 - Relationships
 - Sexuality
 - Pregnancy and Parenting

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Theme	Time Frame
1	Safety	10 days
2	Character Development	15 days
3	Social and Emotional Health	10 days
4	Personal Growth and Development	15 days
5	Nutrition	20 days
6	Diseases and Conditions	20 days
7	Advocacy and Service	15 days
8	Decision Making and Goal Setting	15 days
9	Interpersonal Communication	5 days
10	Relationships	15 days
11	Sexuality, Parenting and Pregnancy	10 days
12	Medicines	5 days
13	Alcohol Tobacco and Drugs, Dependency Addiction	10 days
14	Health Services and Information	5 days
Total		170 days

Educational Technology

Indicators: 8.1.5.A.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. **(Unit 3, Unit 8, Unit 14)**
- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. **(Unit 1, Unit 7, Unit 10)**
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **(Unit 2, Unit 4, Unit 9)**
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. **(Unit 5, Unit 6, Unit 11, Unit 12, Unit 13)**

21st Century Life and Careers Skills

Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4, 9.1.4.B.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. **(Unit 3, Unit 7, Unit 8)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 12, Unit 13, Unit 14)**
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. **(Unit 4, Unit 9, Unit 10)** □
Identify age-appropriate financial goals. **(Unit 1, Unit 2, Unit 8, Unit 11)**
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. **(Unit 5, Unit 6)**

Career Ready Practices

Indicators: CRP3, CRP4, CRP8

- Attend to personal health and well-being. **(Unit 3, Unit 4, Unit 5, Unit 11, Unit 12)**
- Communicate clearly and effectively and with reason. **(Units 1-12)**
- Utilize critical thinking to make sense of problems and persevere in solving them. **(Unit 4, Unit 8, Unit 9)**

Grade: 3-4

Content: Health Education

Domain: Safety

Time Frame: 2-3 Weeks

New Jersey Student Learning Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.2 Summarize the various forms of abuse and ways to get help.

2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Essential Questions	Enduring Understandings
What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to yourself and others?	Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Sun safety, bicycle safety, water safety • First aid, Accident Prevention • Personal safety • Stranger safety • Fire Prevention 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Bullying • Open Circle

Vocabulary	Resources	Assessment/Project
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<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Prevention <input type="checkbox"/> Stranger <input type="checkbox"/> Bully <input type="checkbox"/> Risk <input type="checkbox"/> Harm <input type="checkbox"/> Bystander <input type="checkbox"/> Up-stander <input type="checkbox"/> <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America http://www.shapeamerica.org/ <input type="checkbox"/> Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com <input type="checkbox"/> 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test ● Performance Test ● Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
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	Differentiated Instruction	Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> Reteach/peer teaching activities • <input type="checkbox"/> Repeat, clarify, or reword directions • <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction • <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or English-speaking study buddy • <input type="checkbox"/> Modifications in group size • <input type="checkbox"/> Give students more wait time: at least 15-20 seconds • <input type="checkbox"/> Repeat and rephrase often • <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Advanced Learner Activities <input type="checkbox"/> Independent student options <input type="checkbox"/> Open-ended activities <input type="checkbox"/> Cross-curricular activities <input type="checkbox"/> Compare, contrast, and analyze health statistics <input type="checkbox"/> Teach and demonstrate skills to other students <input type="checkbox"/> Monitor subgroup of students <input type="checkbox"/> Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time <input type="checkbox"/> about the topics and texts under discussion). SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Help the student to learn the classroom and school routines. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. ☐ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ Ask questions with 1-3 word answers. ☐ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.
<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames showing use of transition words. 		

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Character Development	Time Frame: 2-3 Weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health. 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them	

Essential Questions	Enduring Understandings
How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values? How are character and health related?	Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. Character is who you are when no one is looking
Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Character traits • Core ethical values- trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship. • Character positively and individual and group 	Students will be able to: <ul style="list-style-type: none"> • Bullying, smoking, healthy lifestyle • Refusal skills, bystander behavior, • Open Circle

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Character <input type="checkbox"/> Ethics <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Responsibility <input type="checkbox"/> Respect <input type="checkbox"/> Caring <input type="checkbox"/> Justice <input type="checkbox"/> Fairness <input type="checkbox"/> Civic virtue <input type="checkbox"/> Citizenship <input type="checkbox"/> Refusal <input type="checkbox"/> Bully <input type="checkbox"/> Bystander <input checked="" type="checkbox"/> Up-stander <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America http://www.shapeamerica.org/ <input type="checkbox"/> Discovery Health http://www.Discoveryeducation.com <input type="checkbox"/> 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <ul style="list-style-type: none"> <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Advanced learner activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.B Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. <input type="checkbox"/> Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Social and Emotional Health	Time Frame: 2-3 Weeks
New Jersey Student Learning Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs. 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	
Essential Questions	Enduring Understandings
<input type="checkbox"/> How can you learn to like yourself and others?	<input type="checkbox"/> Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.
Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Bullying • Basic human needs • Conflict resolution • Violence • Vandalism • Harassment • Emotions and culture • Stereotypes • Rejection, loss, and separation • Suicide Prevention <input type="checkbox"/> Stress	Students will be able to: <ul style="list-style-type: none"> • Bullying • Conflict resolution • Violence • Harassment • Vandalism • Stereotypes

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Bullying <input type="checkbox"/> Conflict <input type="checkbox"/> Violence <input type="checkbox"/> Gang Prevention <input type="checkbox"/> Vandalism <input type="checkbox"/> Harassment <input type="checkbox"/> Emotions <input type="checkbox"/> Stereotypes <input type="checkbox"/> Rejection <input type="checkbox"/> Loss <input type="checkbox"/> Separation <input type="checkbox"/> Stress <input type="checkbox"/> Suicide Prevention 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAHPERD http://www.aahperd.com/ • SHAPE America http://www.shapeamerica.org/ • Discovery Health http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> □ □ □ Reteach/peer teaching activities Repeat, clarify, or reword directions Short manageable tasks 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options 	<ul style="list-style-type: none"> □ SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with
<ul style="list-style-type: none"> • □ Small group instruction Fewer skills spread out over a longer period of time • □ Structured groups Assign students a bilingual or Englishspeaking study buddy • □ Modifications in group size Give students more wait time: at least 15-20 seconds Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • □ □ Open-ended activities Cross-curricular activities □ Compare, contrast, and analyze health statistics • □ Teach and demonstrate skills to other students Monitor subgroup of students Peer leadership 	<ul style="list-style-type: none"> □ care, speaking one at a time about the topics and texts under discussion). □ SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. <input type="checkbox"/> Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. Ask questions with an either/or option. <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities

<ul style="list-style-type: none"> <input type="checkbox"/> means. Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <ul style="list-style-type: none"> <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> and differences. As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Personal Growth and Development	Time Frame: 3-4 Weeks
New Jersey Student Learning Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> What are the consequences (especially unforeseen) of our choices in terms of wellness?	<input type="checkbox"/> Current and future personal Wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.

Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Bullying, comfortable and uncomfortable touching, wellness triangle, peer pressure, open circle • Universal precautions • Smoking 	Students will be able to: <ul style="list-style-type: none"> • Respiratory and circulatory systems regarding smoking and alcohol, eating healthy and exercising.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Wellness <input type="checkbox"/> Smoking <input type="checkbox"/> Circulatory system <input type="checkbox"/> Respiratory system <input type="checkbox"/> Peer pressure <input type="checkbox"/> Bullying <input type="checkbox"/> Alcohol <input type="checkbox"/> Tobacco <input type="checkbox"/> Exercise <input type="checkbox"/> Hygiene <input type="checkbox"/> Lifestyle <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <ul style="list-style-type: none"> <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. Ask questions with an either/or option. <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Nutrition	Time Frame: 3-4 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> What makes a food healthy? <input type="checkbox"/> How does one determine appropriate portion sizes? 	<ul style="list-style-type: none"> <input type="checkbox"/> There are many short and long term health benefits and risks associated with nutritional choices.

Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Short Term and Long term health Benefits • Risks associated with nutritional choices • Food Groups • Food Source • Nutritional Content • Food Labels 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Healthy and Unhealthy eating patterns • Short Term and Long term health Benefits • Risks associated with nutritional choices • Food Groups • Food Sources • Nutritional Content • Food Labels • Diet Planning • Food Used as Energy

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Food Group • Nutrient • Food Label • Calorie • Diet • Carbohydrates • Fats • Nutrient Dense • Serving Size • Essential Nutrients • • • 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> ☐ AAHPERD http://www.aahperd.com/ ☐ SHAPE America ☐ http://www.shapeamerica.org/ <p>Discovery Health</p> <ul style="list-style-type: none"> ☐ http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> ☐ Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. Ask questions with an either/or option. <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Diseases and Conditions	Time Frame: 3-4 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.1.4.C.1 Explain how most diseases and health conditions are preventable.</p> <p>2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <p>2.1.4.C.3 Explain how mental health impacts one’s wellness.</p>	

Essential Questions	Enduring Understandings
<p>□ To what extent can we keep ourselves disease free?</p>	<p>□ Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</p>

Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Early detection of childhood diseases • Preventable diseases • Communicable and non-communicable diseases • Cancer • Viral vs. Bacterial diseases • Vaccines • Immunizations • Lyme Disease 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Early detection of childhood diseases • Preventable diseases • Communicable and non-communicable diseases • Cancer Prevention • Viral vs. Bacterial diseases • Lyme Disease Prevention • Vaccines • Immunizations • Circulatory and Respiratory Diseases • Prevention of Disease transmission

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • • • • • • • • • • Communicable Disease • • • • • Non-Communicable Disease • • • • • Virus • • • • • Bacteria • • • • • Preventable Disease • • • • • Risk Factor • • • • • Symptoms • • • • • Early Detection • • • • • Common Cold • • • • • Flu • • • • • Health Screening • • • • • Vaccine/Immunization • • • • • Cancer • • • • • Lyme Disease 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ <input type="checkbox"/> Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative</p> <p>Assessments: <input type="checkbox"/></p> <p style="padding-left: 40px;">Written</p> <p style="padding-left: 40px;">Test</p> <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions • <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Small group instruction • <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups Assign students a bilingual or Englishspeaking study buddy Modifications in group size Give students more wait time: at least 15-20 seconds Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask students to categorize objects. ☐ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Advocacy and Service	Time Frame: 1-2 Weeks
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> How can you inspire others to address health issues?	<input type="checkbox"/> Leadership and advocacy to promote personal and community Wellness can impact the immediate community and society as a whole.

Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Wellness can impact the immediate community and society as a whole • Promotion of personal community and wellness • Group Communication • Walkathon, community events 	Students will be able to: <ul style="list-style-type: none"> • Refusal skills • Standing up for a friend • Conversations about why tobacco and alcohol are legal • Smoking laws, smoking, drinking laws • Community service project, by building, e.g., collection of money for mosquito nets to prevent malaria, blood drive

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Community <input type="checkbox"/> Advocacy <input type="checkbox"/> Leadership <input type="checkbox"/> Respect <input type="checkbox"/> Wellness <input type="checkbox"/> Refusal Skills <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Community Events <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Fewer skills spread out over a longer period of time <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <ul style="list-style-type: none"> <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Grade: 3-4	Content: Health Education
Domain: Decision Making and Goal Setting	Time Frame: 2-3 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.2.4.B.4 Develop a personal health goal and track progress.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> Why might educated people make poor health decisions? How do I overcome negative influences when making decisions about my personal health? <input type="checkbox"/> In order to achieve lifetime Wellness, what should I plan for and what should I just let happen? 	<ul style="list-style-type: none"> <input type="checkbox"/> Decision-making can be affected by a variety of influences that may not be in a person’s best interest. <input type="checkbox"/> Developing and implementing a plan to reach realistic Wellness goals increases the likelihood of reaching those goals.

Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Peer Pressure • Fire Safety • Stranger Safety • Wellness Goals • Healthy Eating Patterns 	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alcohol Use <input type="checkbox"/> Drinking, Smoking, Driving, • Making Effective Decisions • Planning a menu • Wellness Goals • Peer Pressure

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Peer Pressure <input checked="" type="checkbox"/> Alcohol <input checked="" type="checkbox"/> Tobacco <input type="checkbox"/> Diet Plan <input type="checkbox"/> Wellness <input type="checkbox"/> Fitness Plan <input type="checkbox"/> 911 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAHPERD http://www.aahperd.com/ • SHAPE America http://www.shapeamerica.org/ • Discovery Health http://www.Discoveryeducation.com 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing teacher observations (i.e. exit cards, Q &A, think- pair- share) <input type="checkbox"/> Do Now's/Instant Activities <input type="checkbox"/> Participation <input type="checkbox"/> Safety <input type="checkbox"/> Teamwork <input type="checkbox"/> Rubric-teacher and peer <input type="checkbox"/> Skills check list <input type="checkbox"/> Writing/ project assessments
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> L.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions • <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Small group instruction • <input type="checkbox"/> Fewer skills spread out over a longer period of time <input type="checkbox"/> Structured groups • <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy Modifications in group size Give students more wait time: at least 15-20 seconds Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	

Grade: 3-4	Content: Health Education
Domain: Interpersonal Communication	Time Frame: 1 Week
New Jersey Student Learning Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> <input type="checkbox"/> How do you know whether or not health information is accurate? How do I learn to stand for and communicate my beliefs to others without alienating them?	<input type="checkbox"/> Making good health decisions requires the ability to access and evaluate reliable sources. <input type="checkbox"/> Effective communication skills enhance a person’s ability to express and defend their beliefs.

Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Bullying • Safe Touch • Stranger Awareness • Peer Pressure • Refusal Skills • Validity and reliability of a health source • Improve listening skills • Negotiation and assertiveness 	Students will be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Uncomfortable touch <input type="checkbox"/> Bullying <ul style="list-style-type: none"> • Communication skills • Refusal skills • Negotiation and assertiveness • Peer Pressure • Validity and reliability of a health source <input type="checkbox"/> Listening skills

Vocabulary	Resources	Assessment/Project
<p>Negotiation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assertive <input type="checkbox"/> Peer Pressure <input type="checkbox"/> Bully <input type="checkbox"/> Refusal <input type="checkbox"/> Inappropriate Touching <input type="checkbox"/> Validity <input type="checkbox"/> Reliability <input type="checkbox"/> <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ <input type="checkbox"/> Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups <ul style="list-style-type: none"> <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • Ask students to categorize objects. • Provide books and audiobooks with patterned sentence structure and pictures. • Use bilingual picture dictionary and have students create personal illustrated dictionaries. • Label objects around the room and around the school in English and other languages. • Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ Ask questions with 1-3 word answers. ☐ Ask questions with an either/or option. ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. ☐ Teach explicit phonemic awareness, phonic rules, and skills. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> • Ask how and why questions. • Ask student to tell “what would happen if questions, Tell me as much as you can about....” • Check for understanding of academic vocabulary. • Give the student a list of target words for each unit of study. • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> Ask student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Domain: Relationships	Time Frame: 3-4 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p> <p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.</p>	

Essential Questions	Enduring Understandings
<input type="checkbox"/> How do we learn to understand and respect diversity in relationships?	<input type="checkbox"/> Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. <input type="checkbox"/> Reliable personal and professional resources are available to assist with relationship problems. <input type="checkbox"/> Technological advances continue to provide increased opportunities to develop relationships any time and any place with a worldwide audience.

Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Bullying and relationships • Unsafe safe touch • Family violence, dating violence, child abuse, sexual assault 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Bullying and relationships • Unsafe safe touch and types of touch

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Relationships <input type="checkbox"/> Safe Touch <input type="checkbox"/> Culture <input type="checkbox"/> Affection <input type="checkbox"/> Technology <input type="checkbox"/> Tolerance <input type="checkbox"/> Roles <input type="checkbox"/> Tradition <input type="checkbox"/> Values <input type="checkbox"/> Support <input type="checkbox"/> 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAHPERD http://www.aahperd.com/ • SHAPE America http://www.shapeamerica.org/ • Discovery Health http://www.Discoveryeducation.com 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing teacher observations (i.e. exit cards, Q &A, think- pair- share) <input type="checkbox"/> Do Now's/Instant Activities <input type="checkbox"/> Participation <input type="checkbox"/> Safety <input type="checkbox"/> Teamwork <input type="checkbox"/> Rubric-teacher and peer <input type="checkbox"/> Skills check list <input type="checkbox"/> Writing/ project assessments
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions • <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Small group instruction <input type="checkbox"/> Fewer skills spread out over a longer period of time <input type="checkbox"/> Structured groups <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • Ask students to categorize objects. • Provide books and audiobooks with patterned sentence structure and pictures. • Use bilingual picture dictionary and have students create personal illustrated dictionaries. • Label objects around the room and around the school in English and other languages. • Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. ☐ Ask students to list, name, tell, which, categorize, draw, label, or create. • ☐ Teach explicit phonemic awareness, phonic rules, and skills. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching

<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> • Ask how and why questions. • Ask student to tell “what would happen if questions, Tell me as much as you can about....” • Check for understanding of academic vocabulary. • Give the student a list of target words for each unit of study. • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Unit: Sexuality, Parenting and Pregnancy	Time Frame: 2-3 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p> <p>2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages</p> <p>2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.</p>	
Essential Questions	Enduring Understandings
<input type="checkbox"/> How do you know when you are ready to have a child?	<input type="checkbox"/> Raising a child requires physical economical social and intellectual commitment. <input type="checkbox"/> Prenatal care has a direct impact on delivery and long-term health of a child.
Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Reproductive Terminology • Uterus • Placenta • Umbilical cord • Pregnancy • Baby • Ovum • Sperm 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Fertilization and growth of embryo • Reproductive Terminology • Uterus • Placenta • Umbilical cord • Pregnancy • Baby • Ovum • Sperm

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Unsafe safe touch <input type="checkbox"/> Ovum <input type="checkbox"/> Sperm <input type="checkbox"/> Fertilization <input type="checkbox"/> Uterus <input type="checkbox"/> Placenta <input type="checkbox"/> Umbilical cord <input type="checkbox"/> Pregnancy <input type="checkbox"/> Baby 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ <input type="checkbox"/> Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups <ul style="list-style-type: none"> <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size <input type="checkbox"/> Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Create “I need” cards for student to hold up when he or she needs something. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • Ask students to categorize objects. • Provide books and audiobooks with patterned sentence structure and pictures. • Use bilingual picture dictionary and have students create personal illustrated dictionaries. • Label objects around the room and around the school in English and other languages. • Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ☐ Ask literal questions-who, when, where, what. • ☐ Ask questions with 1-3 word answers. ☐ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. • ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> • Ask how and why questions. • Ask student to tell “what would happen if questions, Tell me as much as you can about....” • Check for understanding of academic vocabulary. • Give the student a list of target words for each unit of study. • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> Ask student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • <input type="checkbox"/> Extra time for assigned tasks • <input type="checkbox"/> Communication system between home and school • <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> Buddy students with peers • <input type="checkbox"/> Provide immediate feedback • <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Unit: Medicines	Time Frame: 1 Week
New Jersey Student Learning Standards: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines. 2.3.4.A.2 Determine possible side effects of common types of medicines.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> How do I determine whether or not a medication will be effective?	<input type="checkbox"/> Medications must be used correctly in order to be safe and have the maximum benefit.

Grade 3 Skills	Grade 4 Skills
Students will be able to: <ul style="list-style-type: none"> • Over the counter drugs • Prescription drugs 	Students will be able to: <ul style="list-style-type: none"> • Classification of drugs by how they are purchased • Label reading over-the -counter medicines • Medicines can be poisons if directions are not followed

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Prescription drugs <input type="checkbox"/> Medicine <input type="checkbox"/> Drug <input type="checkbox"/> Illness <input checked="" type="checkbox"/> Side Effect <input type="checkbox"/> Safety <input type="checkbox"/> Over the counter drugs-OTC <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test ● Performance Test ● Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • □ □ □ Reteach/peer teaching activities <ul style="list-style-type: none"> □ Repeat, clarify, or reword directions □ Short manageable tasks • □ Small group instruction <ul style="list-style-type: none"> □ Fewer skills spread out over a longer period of time • □ Structured groups <ul style="list-style-type: none"> □ Assign students a bilingual or Englishspeaking study buddy • □ Modifications in group size <ul style="list-style-type: none"> □ Give students more wait time: at least 15-20 seconds □ Repeat and rephrase often □ Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> □ SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). □ SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. □ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Unit: Alcohol Tobacco and Drugs, Dependency Addiction	Time Frame: 2-3 Weeks
<p>New Jersey Student Learning Standards:</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <p>2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.4.C.2 Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects? <input type="checkbox"/> How do I make the “right” decisions in the face of peer, media, and other pressures? 	<ul style="list-style-type: none"> <input type="checkbox"/> Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.
Grade 3 Skills	Grade 4 Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Diseases associated with alcohol and tobacco • Impact on the environment • Harmful effects on the body systems 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Legal aspects of drug use • Tobacco and the respiratory and circulatory systems • Second hand smoke/laws regarding smoking • Alcohol/nervous system and driving • Nervous system/fumes destroy nerve cells

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Tobacco <input type="checkbox"/> Alcohol <input type="checkbox"/> Drug side effect <input type="checkbox"/> Addiction <input type="checkbox"/> Treatment <input type="checkbox"/> Respiratory system <input type="checkbox"/> Digestive system <input type="checkbox"/> Dependency 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ Discovery Health http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Small group instruction <input type="checkbox"/> Fewer skills spread out over a longer period of time <input type="checkbox"/> Structured groups <input type="checkbox"/> Assign students a bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size Give students more wait time: at least 15-20 seconds <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students <input type="checkbox"/> Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction

ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> Ask yes or no questions (i.e. Is this a <input type="checkbox"/> Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Teach basic survival English, such as “bathroom”, “lunch”, “home”. Use visuals such as pictures, <input type="checkbox"/> pointing. Create “I need” cards for student to or she needs with the same language. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. <input type="checkbox"/> Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> Ask literal questions-who, when, where, question, what. Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic gestures, and rules, and skills. Provide sentence and answer frames. hold up when he or she describes something.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> Ask how and why questions. Check for understanding by asking students to tell you what something means. Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> Provide sentence frames showing use of transition words. Ask how and why questions. Ask student to tell “what would happen if questions, Tell me as much as you can about...” Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) Ask student to tell about, describe, or explain. 	<ul style="list-style-type: none"> Ask student to explain similarities and differences. As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • □ Extra time for assigned tasks • □ Communication system between home and school • □ Provide a warning for transitions • □ □ Buddy students with peers • □ □ Provide immediate feedback • □ □ Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3-4	Content: Health Education
Unit: Health Services and Information	Time Frame: 1-2 Weeks
Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> How do you know whether or not health information is accurate? <input type="checkbox"/> How do I learn to stand for and communicate my beliefs to others without alienating them?	<input type="checkbox"/> Making good health decisions requires the ability to access and evaluate reliable sources. <input type="checkbox"/> Effective communication skills enhance a person’s ability to express and defend their beliefs.

Skills	Skills
Students will be able to: <ul style="list-style-type: none"> • Health resource. • Where to find health information • Communication skills, including refusal, negotiation, and assertiveness. • Listening skills. 	Students will be able to: <ul style="list-style-type: none"> • Validity and reliability of a health resource • Present health information, orally and in writing, to peers. • Listening skills. • Peer teaching • Uncomfortable touch • Bullying

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Communication <input type="checkbox"/> Refusal, <input type="checkbox"/> Negotiation <input type="checkbox"/> Assertiveness. <input type="checkbox"/> Listening <input type="checkbox"/> Touch <input type="checkbox"/> Bullying <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/ Discovery Health <input type="checkbox"/> http://www.Discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test <ul style="list-style-type: none"> • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <ul style="list-style-type: none"> <input type="checkbox"/> Repeat, clarify, or reword directions • <input type="checkbox"/> Short manageable tasks • <input type="checkbox"/> Small group instruction • <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Structured groups <ul style="list-style-type: none"> Assign students a bilingual or Englishspeaking study buddy Modifications in group size Give students more wait time: at least 15-20 seconds Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment Activities • Advanced Learner Activities • Independent student options • Open-ended activities • Cross-curricular activities • Compare, contrast, and analyze health statistics • Teach and demonstrate skills to other students • Monitor subgroup of students • Peer leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.3.1.b Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <input type="checkbox"/> SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <input type="checkbox"/> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask students to categorize objects. <input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. • <input type="checkbox"/> Ask questions with 1-3 word answers. <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. <input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • □ Extra time for assigned tasks • □ Communication system between home and school • □ □ Provide a warning for transitions • □ □ □ Buddy students with peers • □ □ □ Provide immediate feedback • □ □ □ Visual and verbal reminders 	<ul style="list-style-type: none"> • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers