



**Burch Charter School of Excellence**

## Health Curriculum Guide - Fifth Grade

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 21<sup>st</sup> 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	Nutrition	10 days
2	Bicycle and Fire Safety	5 days
3	Safety First Aid	10 days
4	Family Life and Character Development	10 days
5	Personal Care and Hygiene	5 days
6	Puberty and Sexuality	5 days
<b>Total</b>		45 days

### Educational Technology

**Indicators:** 8.1.5.A.1, 8.1.5.2.A.2, 8.1.5.B.1, 8.2.5.C.5,

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. **(Unit 1, Unit 6)**
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. **(Unit 3, Unit 5)**
- Collaborate to produce a digital story about a significant local event or issue based on first-person interviews. **(Unit 4)**
- Explain the functions of a system and subsystem. **(Unit 2)**

### 21<sup>st</sup> Century Life and Careers Skills

**Indicators:** 9.2.8.B.2, 9.2.8.B.3, 9.2.8.B.7

- Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan. **(Unit 4)**
- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **(Unit 1, Unit 2, Unit 3, Unit 6)**
- Evaluate the impact of online activities and social media on employer decisions. **(Unit 5)**

### Career Ready Practices

**Indicators:** CRP3, CRP4, CRP5, CRP8

- Attend to personal health and financial well-being. **(Unit 1-6)**
- Communicate clearly and effectively and with reason. **(Unit 1-6)**
- Consider the environmental, social and economic impacts of decisions. **(Unit 3, Unit 4)**
- Utilize critical thinking to make sense of problems and persevere in solving them. **(Unit 5)**

<b>Grade:</b> 5	<b>Content:</b> Health
<b>Domain:</b> Nutrition	<b>Time Frame:</b> 5 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>2.1.6.B.1 Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li><input type="checkbox"/> What are healthy food choices?</li> <li><input type="checkbox"/> How do nutritional choices support a healthy development and your future?</li> <li><input type="checkbox"/> How can a healthy diet for one person be unhealthy for another?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Eating a balanced diet promotes physical and mental health, enhances one's appearance and energy level.</li> </ul>

Skills
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and interpret nutrition information on food labels.</li> <li>• Create a daily balanced nutritional meal plan based on content, value, calories and cost.</li> <li>• Plan balanced diets for themselves and others.</li> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> </ul>

Vocabulary	Resources	Assessment/Project
<p>Nutrition</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diet</li> <li><input type="checkbox"/> Food Label</li> <li><input type="checkbox"/> Calories</li> <li><input type="checkbox"/> Vitamins</li> <li><input type="checkbox"/> Minerals</li> <li><input type="checkbox"/> Menu</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p><a href="http://www.cdc.gov/nutrition">http://www.cdc.gov/nutrition</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="http://www.nutrition.gov/">http://www.nutrition.gov/</a></li> <li><input type="checkbox"/> <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li><input type="checkbox"/> <a href="http://aom3.americaonthemove.org/">http://aom3.americaonthemove.org/</a></li> <li><input type="checkbox"/> <a href="http://kidshealth.org/kid/">http://kidshealth.org/kid/</a></li> <li><input type="checkbox"/> Glenco Teen Health</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations (Pair-Share, Q and A)</li> <li>● Visual skills checklist</li> <li>● Teacher rubric</li> <li>● Open Ended Questions</li> <li>● Lesson Check</li> <li>● Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Test <ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul> </li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> <li>☐ Model the interdependence of the human body’s major systems in regulating its internal environment. (5-LS1)</li> </ul>
<ul style="list-style-type: none"> <li>☐ word banks and word walls</li> <li>☐ Pre-teach vocabulary, activities</li> <li>☐ Modified tests and assignments</li> <li>☐ Simplify questions and instructions</li> <li>☐ Adjust length of assignment or tasks</li> <li>☐ Repeat, clarify, or reword directions</li> <li>☐ Short manageable tasks</li> <li>☐ Use of videos</li> <li>☐ Group learning</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students</li> <li>• Peer leadership</li> </ul>	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>☐ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>☐ 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.</li> <li>☐ Create “I need” cards for student to hold up when he or she needs something.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask students to categorize objects.</li> <li>☐ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>☐ Label objects around the room and around the school in English and other languages.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> <li>☐</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers.</li> <li>• ☐ ☐ 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.</li> <li>☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> <li>• ☐</li> </ul>



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

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

Grade: 5	Content: Health	
<b>Domain:</b> Bicycle and Fire Safety	<b>Time Frame:</b> 2 days	
<b>New Jersey Student Learning Standards:</b>		
<p>2.1.6.D.1. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies</p> <p>2.1.6.D.2 Explain what to do if abuse is suspected.</p> <p>2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>2.1.6.D.4 Assess when to use basic first-aid procedures</p> <p>2.1.6.A.1. Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.E.1. Examine how personal assets and protective factors support healthy social and emotional development.</p>		

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li><input type="checkbox"/> What contributes to a healthy lifestyle?</li> <li><input type="checkbox"/> Why is safety equipment important?</li> <li><input type="checkbox"/> How does health data improve personal wellness?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Taking responsibility for one’s own health is important in maintaining a healthy active lifestyle.</li> <li><input type="checkbox"/> Safety equipment protects you in activities that are safe but in which accidents may happen.</li> </ul>

Skills
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how intentional and unintentional injuries can be prevented.</li> <li><input type="checkbox"/> Summarize common causes of injuries.</li> <li><input type="checkbox"/> Explain the consequences of noncompliance with the traffic system</li> <li><input type="checkbox"/> Compare situations that influence injuries.</li> <li><input type="checkbox"/> Summarize personal assets and protective factors that support.</li> <li><input type="checkbox"/> Understand accident and fire prevention</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li><input type="checkbox"/> Smoke detector</li> <li><input type="checkbox"/> Stop, drop and roll</li> <li><input type="checkbox"/> Escape Plan</li> <li><input type="checkbox"/> Helmet</li> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Pedals</li> <li><input type="checkbox"/> Hand-bars</li> <li><input type="checkbox"/> Traffic</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p><a href="http://www.edhelper.com/Health.htm">http://www.edhelper.com/Health.htm</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Glencoe Teen Health</li> <li><input type="checkbox"/></li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations (Pair-Share, Q and A)</li> <li>• Visual skills checklist</li> <li>• Teacher rubric</li> <li>• Open Ended Questions</li> <li>• Lesson Check</li> <li>• Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Test</li> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> <li>☐ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1.A, B, C, D)</li> </ul>
<ul style="list-style-type: none"> <li>☐ Word banks and word walls</li> <li>☐ Pre-teach vocabulary, activities</li> <li>☐ Modified tests and assignments</li> <li>☐ Simplify questions and instructions</li> <li>☐ Adjust length of assignment or tasks</li> <li>☐ Repeat, clarify, or reword directions</li> <li>☐ Short manageable tasks</li> <li>☐ Pairing Bilingual students</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students</li> <li>• Peer leadership</li> </ul>	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>☐ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>☐ Use "point to", "circle", "find", "show me", "draw", "match".</li> <li>☐ Teach basic survival English, such as "bathroom", "lunch", "home".</li> <li>☐ Use visuals such as pictures, gestures, and pointing.</li> <li>☐ Create "I need" cards for student to hold up when he or she needs something.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask students to categorize objects.</li> <li>☐ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>☐ Label objects around the room and around the school in English and other languages.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask literal questions-who, when, where, what.</li> <li>• ☐ ☐ 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.</li> </ul>

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

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

<b>Grade:</b> 5	<b>Content:</b> Health
<b>Domain:</b> Safety- First Aid	<b>Time Frame:</b> 4 days
<b>New Jersey Student Learning Standards:</b>	
2.1.6.D.4 Assess when to use basic first – aid procedures.	
2.1.6.D.1 Summarize the common causes of intentional injuries in adolescents and related prevention strategies.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> <input type="checkbox"/> How do you respond to an emergency? <input type="checkbox"/> How do you make an emergency phone call? <input type="checkbox"/> What is first aid? <input type="checkbox"/> What should you know about staying safe?	<input type="checkbox"/> It is important to stay calm in an emergency. <input type="checkbox"/> Your safety must come first. <input type="checkbox"/> Knowing first aid can minimize injury and save lives <input type="checkbox"/> Helping someone without knowing the right way can cause more injury.

Skills
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify an emergency situation.</li> <li>List six numbers to call in case of an emergency <input type="checkbox"/> Describe how to treat six kinds of injuries.</li> <li>Describe what a <b>safe/appropriate behavior/touch is.</b></li> <li>Explain how to prevent injuries at home and in the community, stay away from big groups (<b>gang violence</b>).</li> <li>Discuss <b>Cancer Awareness</b></li> <li>Understand what <b>Lyme Disease</b> is</li> </ul>

Vocabulary	Resources	Assessment/Project
<p>First Aid</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Victim</li> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Emergency</li> <li><input type="checkbox"/> Injury</li> <li><input type="checkbox"/> Precaution</li> <li><input type="checkbox"/> Blood</li> <li><input type="checkbox"/> Disease</li> <li><input type="checkbox"/> Safe-touch</li> <li><input type="checkbox"/> Gang Violence</li> <li><input checked="" type="checkbox"/> Cancer Awareness</li> <li><input checked="" type="checkbox"/> Lyme Disease</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p><a href="http://www.cdc.gov/home%20and%20recreational%20safety/index">http://www.cdc.gov/home and recreational safety/index</a>  <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></p>	<ul style="list-style-type: none"> <li>• Teachers will make a grab bag with emergency supplies and students will identify what it is and how it is used.</li> <li>• Class discussion on the meaning of Universal Precautions. Write Summary.</li> <li>• Students will role play identifying a problem and making an emergency phone call.</li> <li>• Students will make a key chain using tags containing emergency phone numbers.</li> <li>• Students will make a double sided poster on side one will be an accident, emergency situation and on the other side it will depict how it could have been prevented.</li> <li>• Put students in a group and each get a first aid situation and discuss how it would be handled, such as bee sting, bloody nose, cuts, and burns and prevention strategies.</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations (Pair-Share, Q and A)</li> <li>• Visual skills checklist</li> <li>• Teacher rubric</li> <li>• Open Ended Questions</li> <li>• Lesson Check</li> <li>• Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Test <ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul> </li> </ul>

		<p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> <li>□ Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)</li> </ul>
<ul style="list-style-type: none"> <li>□ Word banks and word walls</li> <li>□ Pre-teach vocabulary, activities</li> <li>□ Modified tests and assignments</li> <li>□ Simplify questions and instructions</li> <li>□ Adjust length of assignment or tasks</li> <li>□ Repeat, clarify, or reword directions</li> <li>□ Short manageable tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students □ Peer leadership</li> </ul>	



Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li><input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match".</li> <li><input type="checkbox"/> Teach basic survival English, such as "bathroom", "lunch", "home".</li> <li><input type="checkbox"/> Help the student to learn the classroom and school routines.</li> <li><input type="checkbox"/> Use visuals such as pictures, gestures, and pointing.</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask students to categorize objects.</li> <li><input type="checkbox"/> Provide books and audiobooks with patterned sentence structure and pictures.</li> <li><input type="checkbox"/> Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li><input type="checkbox"/> Label objects around the room and around the school in English and other languages.</li> <li><input type="checkbox"/> Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask literal questions-who, when, where, what.</li> <li>• <input type="checkbox"/> <input type="checkbox"/> 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.</li> <li>• <input type="checkbox"/></li> </ul>

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

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

<b>Grade:</b> 5	<b>Content:</b> Health	
<b>Domain:</b> Family and Character Development		<b>Time Frame:</b> 4 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>2.1.6. E.1. Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6. E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6. E.3. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>2.2.6. C.1. Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6. C.2. Predict situations that may challenge an individual’s core ethical values.</p> <p>2.2.6. C.3. Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What strategies can you use when making decisions?</li> <li>• What role does your values and character play when addressing challenging situations?</li> <li>• What is a responsible decision?</li> <li>• How can peers with disabilities be included in community activities?</li> <li>• What are some challenging situation that you can experience and how can you cope with them in healthy ways?</li> </ul>		<ul style="list-style-type: none"> <li>• Personal responsibility is important in decision making.</li> <li>• Good decisions are made from carefully considering the outcome of a situation.</li> <li>• Self-esteem is how you value yourself.</li> <li>• People who have healthy self-esteem also respect the wellbeing of others.</li> </ul>
<b>Skills</b>		
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define what being responsible means.</li> <li>• Identify differences and similarities of values in different cultures.</li> <li>• Explain different strategies that will help them and their family cope with challenging situations.</li> <li>• Identify warning signs for students struggling with challenging situations, and ways to help.</li> <li>• Demonstrate effective coping strategies for dealing with stress or conflict.</li> </ul>		
<p>Identify risk factors for <b>suicide</b>, and how to get help if someone is exhibiting these risk factors or signs. <b>family violence, dating</b>  Understand <b>and sexual assault</b></p>		

Vocabulary	Resources	Assessment/Project
<p>Self-Esteem</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decision Making</li> <li><input type="checkbox"/> Roles</li> <li><input type="checkbox"/> Peers</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Ethics</li> <li><input type="checkbox"/> Values</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Strategy</li> <li><input type="checkbox"/> Suicide</li> <li><input type="checkbox"/> Dating Violence</li> <li><input type="checkbox"/> Domestic Violence</li> <li><input type="checkbox"/> Sexual Assault</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<p><a href="http://kidshealth.org/kid">http://kidshealth.org/kid</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discovery Education United Streaming Video</li> <li><input type="checkbox"/> Seven Ways to Block Cyber bullying</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Students will pick from a box, a situation and discuss how they would handle it.</li> <li>• Students will make signs of danger signals to watch out for in relationships</li> <li>• Students will think of 5 open-ended questions to ask their parents and friends.</li> <li>• Students will research special contributions handicapped people have made and write about why it may have been difficult for them to achieve this goal.</li> <li>• Students will cut out articles from newspaper and write about what happened and how it could have been handled better.</li> <li>• Students will role play difficult and challenging situations.</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations (Pair-Share, Q and A)</li> <li>• Visual skills checklist</li> <li>• Teacher rubric</li> <li>• Open Ended Questions</li> <li>• Lesson Check</li> <li>• Classroom Discussion</li> </ul>

		<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Test</li> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
<b>Differentiated Instruction</b>		<b>Interdisciplinary Connections</b>
<b>At Risk Students</b>	<b>Enrichment, Gifted and Talented</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Word banks and word walls.</li> <li><input type="checkbox"/> Pre-teach vocabulary, activities</li> <li><input type="checkbox"/> Modified tests and assignments</li> <li><input type="checkbox"/> Simplify questions and instructions</li> <li><input type="checkbox"/> Adjust length of assignment or tasks</li> <li><input type="checkbox"/> Repeat, clarify, or reword directions</li> <li><input type="checkbox"/> Short manageable tasks</li> <li><input type="checkbox"/> Pairing Bilingual students</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students</li> <li>• Peer leadership</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)</li> </ul>

<b>Grade:</b> 5	<b>Content:</b> Health
<b>Domain:</b> Personal Care and Hygiene	<b>Time Frame:</b> 4 days
<b>New Jersey Student Learning Standards:</b>	
<p>2.1.6. A.1- Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6. A.2.Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6. A. 3. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>	

Essential Questions	Enduring Understandings
<p>What is personal wellness? How does lifestyle habits environment, and heredity influence growth and development?</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> How do you know what information is pertinent to good health? What factors influence a person’s health and why?</li> <li>• <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Health enhancing habits improve personal wellness.</li> <li><input type="checkbox"/> People with good judgment consider all information given to them before making decisions.</li> <li><input type="checkbox"/> Health habits are influenced by multiple dimensions including family, culture, marketing techniques</li> <li><input type="checkbox"/> Personal wellness is dependent upon applying health related concepts, skills, and data in everyday behavior.</li> </ul>

Skills
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify self-care practices that support wellness.</li> <li>• Understand that heredity, lifestyle habits, and environment influence personal wellness.</li> <li>• Consider information and make knowledgeable decisions.</li> <li>• Explain how health data can improve personal health.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Lifestyle</li> <li>• Growth</li> <li>• Heredity</li> <li>• Health</li> <li>• Decision Making</li> <li>• Culture</li> <li>• Hygiene</li> <li>• Habits</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a></li> <li>• Glenco Teen Health textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch video on health habits and fill out a Health Inventory Form.</li> <li>• Students will design a calendar and write their daily hygiene habits.</li> <li>• Students will design a poster using positive and negative health practices.</li> <li>• Students will identify the social, emotional and intellectual dimensions of wellness and explore ways of protecting and promotion of health and wellness with discussion.</li> <li>• Students will write paper describing ways they will improve their health habits.</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations (Pair-Share, Q and A)</li> <li>● Visual skills checklist</li> <li>● Teacher rubric</li> <li>● Open Ended Questions</li> <li>● Lesson Check</li> <li>● Classroom Discussion</li> </ul> <p><b>Summative Assessments:</b></p> <p>□ Writte n Test</p> <ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Peer Assessment</li> </ul>

		<p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>
<b>Differentiated Instruction</b>		<b>Interdisciplinary Connections</b>
<b>At Risk Students</b>	<b>Enrichment, Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>• □ □ □ Word banks and word walls</li> <li>• □ □ □ Pre-teach vocabulary, activities</li> <li>Modified tests and assignments</li> <li>Simplify questions and instructions</li> <li>Adjust length of assignment or tasks</li> <li>Repeat, clarify, or reword directions</li> <li>Short manageable tasks</li> <li>Pairing Bilingual students</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students</li> <li>• Peer leadership</li> </ul>	<ul style="list-style-type: none"> <li>□ Model the interdependence of the human body's major systems in regulating its internal environment. (5-LS1)</li> </ul>



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

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

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

<b>Grade:</b> 5	<b>Content:</b> Health	
<b>Domain:</b> Puberty and Sexuality	<b>Time Frame:</b> 5 days	
<b>New Jersey Student Learning Standards:</b> 2.4.6. B.1 Compare growth patterns of males and females during adolescence. 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy. 2.4.6.B.4 Predict the possible physical, social and emotional impacts of adolescent decisions regarding sexual behavior. 2.4.6. C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 2.4.6. C.2. Identify the signs and symptoms of pregnancy. 2.4.6. C.3. Identify prenatal practices that support a healthy pregnancy. 2.4.6. C.4. Predict challenges that may be faced by adolescent parents and their families.		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<input type="checkbox"/> What is puberty? <input type="checkbox"/> Why is hygiene important in maintaining a healthy body? <input type="checkbox"/> How do hormones affect the stages of growth and development in the body? <input type="checkbox"/> Do relationships affect a person's social and emotional health?		<input type="checkbox"/> During puberty adolescents experience rapid growth with a direct effect emotionally and physically. <input type="checkbox"/> Hormones, nutrition, environment and heredity affect growth patterns during puberty and pregnancy.
<b>Skills</b>		
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze the function of the Reproductive System.</li> <li>• Explain why personal hygiene promotes personal health.</li> <li>• Demonstrate healthy behaviors that will maintain a healthy growth.</li> <li>• Compare growth patterns of males and females during adolescence. <input type="checkbox"/> Understand <b>Abstinence</b></li> </ul>		

Vocabulary	Resources	Assessment/Project
<p>Puberty</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Hormones</li> <li><input type="checkbox"/> Growth</li> <li><input type="checkbox"/> Development</li> <li><input type="checkbox"/> Reproduction</li> <li><input type="checkbox"/> Sexual organs</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Sexuality</li> <li><input type="checkbox"/> <b>Abstinence</b></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="http://kidshealth.org/kid">http://kidshealth.org/kid</a></li> <li><input type="checkbox"/> <a href="http://www.lessonplanet.com">http://www.lessonplanet.com</a></li> <li><input type="checkbox"/> Glenco Teen Health</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Students will write questions they have about sexuality and submit into a box anonymously.</li> <li>• Have students write a page about how they think parents should discuss with them changes adolescents go through during puberty.</li> <li>• Develop a table labeling - the physical, social and emotional changes that occur during puberty.</li> <li>• Diagrams of male and female reproductive system.</li> <li>• Samples of hygiene products will be exhibited and discussed with class.</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations (Pair-Share, Q and A)</li> <li>• Visual skills checklist</li> <li>• Teacher rubric</li> <li>• Open Ended Questions</li> </ul>

		<ul style="list-style-type: none"><li>● Lesson Check</li><li>● Classroom Discussion</li></ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>□ Written Test</li><li>• Performance Test</li><li>• Peer Assessment</li></ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"><li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li><li>• For 504 students refer to accommodations indicated in 504 plan.</li><li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li></ul>
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Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<input type="checkbox"/> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1)
<input type="checkbox"/> Word banks and word walls <input type="checkbox"/> Pre-teach vocabulary, activities <input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Simplify questions and instructions <input type="checkbox"/> Adjust length of assignment or tasks <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Short manageable tasks <input type="checkbox"/> Pairing Bilingual students <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Independent student options</li> <li>• Cross-curricular activities</li> <li>• Open-ended activities</li> <li>• Present/discuss health current events</li> <li>• Teach and demonstrate skills to other students</li> <li>• Peer leadership</li> </ul>	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<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"> <li>• Ask students to categorize objects.</li> <li>• Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>• Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• Label objects around the room and around the school in English and other languages.</li> <li>• Use a student buddy, if possible someone with the same language.</li> </ul>	<input type="checkbox"/> Ask literal questions-who, when, where, what. <ul style="list-style-type: none"> <li>• <input type="checkbox"/> 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.</li> <li>• <input type="checkbox"/></li> </ul>

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

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

<b>Grade:</b> 5	<b>Content:</b> Health Education
<b>Unit:</b> Alcohol Tobacco and Drugs, Dependency Addiction	<b>Time Frame:</b> 2-3 Weeks
<p><b>New Jersey Student Learning Standards:</b></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</p> <p>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>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?</li> <li><input type="checkbox"/> How do I make the “right” decisions in the face of peer, media, and other pressures?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.</li> </ul>
<b>Grade 3 Skills</b>	<b>Grade 4 Skills</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Diseases associated with alcohol and tobacco</li> <li>• Impact on the environment</li> <li>• Harmful effects on the body systems</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Legal aspects of drug use</li> <li>• Tobacco and the respiratory and circulatory systems</li> <li>• Second hand smoke/laws regarding smoking</li> <li>• Alcohol/nervous system and driving</li> <li>• Nervous system/fumes destroy nerve cells</li> </ul>



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

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> <li>☐ Reteach/peer teaching activities</li> <li>☐ Repeat, clarify, or reword directions</li> <li>☐ Short manageable tasks</li> <li>☐ Small group instruction</li> <li>☐ Fewer skills spread out over a longer period of time</li> <li>☐ Structured groups</li> <li>☐ Assign students a bilingual or Englishspeaking study buddy</li> <li>☐ Modifications in group size Give students more wait time: at least 15-20 seconds</li> <li>☐ Repeat and rephrase often</li> <li>☐ Translated/modified materials</li> <li>☐</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Activities</li> <li>• Advanced Learner Activities</li> <li>• Independent student options</li> <li>• Open-ended activities</li> <li>• Cross-curricular activities</li> <li>• Compare, contrast, and analyze health statistics</li> <li>• Teach and demonstrate skills to other students</li> <li>• Monitor subgroup of students ☐ Peer leadership</li> </ul>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1)</p>

### Differentiated Instruction

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

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