



Health Curriculum Guide Grades K – 2

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
- Human Relationships and Sexuality
 - Relationships
 - 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	20 days
2	Character Development	15 days
3	Social and Emotional Health	15 days
4	Personal Growth and Development	15 days
5	Nutrition	20 days
6	Diseases and Conditions	15 days
7	Advocacy and Service	10 days
8	Decision Making and Goal setting	10 days
9	Interpersonal Communication	10 days
10	Relationships	15 days
11	Medicines	10 days
12	Alcohol, Tobacco, and Drugs, Dependency and Addiction	15 days
Total		170

Educational Technology

Indicators: 8.1.2.A.1, 8.1.2.A.4, 8.1.2.D.1, 8.1.2.E.1

- Identify the basic features of a digital device and explain its purpose. **(Unit 7, Unit 8)**
- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **(Unit 1, Unit 4, Unit 5)**
- Develop an understanding of ownership of print and non-print information. **(Unit 6, Unit 9, Unit 11, Unit 12)**
- Use digital tools and online resources to explore a problem or issue. **(Unit 2, Unit 3, Unit 10)**

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.1

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. **(Unit 3, Unit 5, Unit 9)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2, Unit 7)**
- Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. **(Unit 6, Unit 11, Unit 12)**
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. **(Unit 1, Unit 4, Unit 10)**
- Differentiate between financial wants and needs. **(Unit 8)**

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: K-2	Content: Health Education
Domain: Safety	Time Frame: 4-5 Weeks
New Jersey Student Learning Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.	

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

Skills
Students will be able to: <ul style="list-style-type: none"> • Understand the importance of stranger safety, bike safety, and fire safety. • Identify why it is important to use a seat belt when riding in a vehicle. • Describe what a safe/appropriate behavior/touch is. • Explain how to prevent injuries at home and in the community, stay away from big groups (gang violence). • Identify specific warning labels and explain what they mean. • Examine procedures for traffic, bicycle, and pedestrian safety and explain how to follow them.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Escape plan <input type="checkbox"/> Stop drop and roll <input type="checkbox"/> Crosswalk/ Sidewalk <input type="checkbox"/> Helmet <input type="checkbox"/> First aid <input type="checkbox"/> Injury <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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 Student	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • □ □ Reteach/peer teaching activities Repeat, clarify, or reword directions □ Fewer skills spread out over a longer period of time • □ Assign students a Bilingual or Englishspeaking study buddy Modifications in group size Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<ul style="list-style-type: none"> □ Social Studies: Demonstrate an understanding of family roles and traditions. (6.1.4.D.13) □ English Language Arts: Ask and answer questions about key details in text (RI.K.1). Ask and answer questions about key details in a text. (RI.1.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)

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"> ☐ Ask how and why questions. ☐ Check for understanding by asking students to tell you what something means. ☐ 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"> • 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"> ☐ Ask student to tell about, describe, or explain. ☐ 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 ☐ ☐

<input type="checkbox"/> Provide sentence frames showing use of transition words.		continue to need assistance with selfediting, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<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: K-2	Content: Health Education
Domain: Character Development	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. 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> How are character and health related? What aspects of our character can be changed? <input type="checkbox"/> To what extent do outside influences shape values?	<input type="checkbox"/> Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. <input type="checkbox"/> Character is who you are when no one is looking.

Skills
Students will be able to: <ul style="list-style-type: none"> • Explain what values are and give examples of values that are part of the school culture. • Identify role models in their life, both those that they know, and those they might look up to whom they don't know personally. • Understand the concept of community service and how they can help out to support their own community. • Describe how bullying could make someone feel, and make connections to how those actions can affect others. • Identify the concept of suicide, and describe healthy ways to express their feelings (crying, talking to an adult, identifying their feelings and talking about them).

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Bully <input type="checkbox"/> Role model <input type="checkbox"/> Self-esteem/Self worth <input type="checkbox"/> Values <input type="checkbox"/> Morals <input type="checkbox"/> Character <input type="checkbox"/> Integrity 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> www.discoveryeducation.com 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● 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 □ Fewer skills spread out over a longer period of time • □ Assign students a Bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<ul style="list-style-type: none"> □ Social Studies: Describe how culture is expressed through and influenced by the behavior of people. (6.1.4.D.12) □ Social Studies: Demonstrate an understanding of family roles and traditions. (6.1.4.D.13) English Language Arts: Ask and answer questions about key details in text (RI.K.1). Ask and answer questions about key details in a text. (RI.1.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)

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”. Use visuals such as pictures, gestures, and pointing. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. 	<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.
<ul style="list-style-type: none"> <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"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <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. <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"/> 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: K-2	Content: Health Education
Domain: Social and Emotional Health	Time Frame: 1 Week
New Jersey Student Learning Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.2.E.1 Identify basic social and emotional needs of all people. 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.	

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 to support social and emotional health .

Skills
Students will be able to: <ul style="list-style-type: none"> • Recognize basic needs (Food, Shelter, Love, Clothing) and differentiate between those needs and wants (things we may like, but don't need). • Identify appropriate behaviors and emotions and distinguish between appropriate and inappropriate reactions. • Identify bullying behaviors and explain why they are not appropriate reactions to situations. • Explain what self-esteem means and how that can help people feel happy. • Execute coping skills in situations of conflict or stress. • Understand what suicide is and how to prevent it

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Behavior <input type="checkbox"/> Bully <input type="checkbox"/> Self-esteem <input type="checkbox"/> Tolerance <input type="checkbox"/> Social <input type="checkbox"/> Emotional 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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 □ Fewer skills spread out over a longer period of time • □ □ Assign students a Bilingual or Englishspeaking study buddy Modifications in group size Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<ul style="list-style-type: none"> □ Social Studies: Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) (6.3.4.A.1) □ English Language Arts: Ask and answer questions about key details in text (RI.K.1). Ask and answer questions about key details in a text. (RI.1.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)

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
<ul style="list-style-type: none"> <input type="checkbox"/> Provide sentence frames showing use of transition words. 		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: K-2	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. 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> What causes optimal growth and development?	<input type="checkbox"/> An individual’s health at different life stages is dependent on heredity, environmental factors, and lifestyle choices.

Skills
Students will be able to: <ul style="list-style-type: none"> • Explain self-care routines that people practice to stay healthy. • Describe healthy habits to help people stay healthy and active.

Vocabulary	Resources	Assessment/Project
<p>Wellness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hygiene <input type="checkbox"/> Personal health <input type="checkbox"/> Appropriate dressing habits <input type="checkbox"/> Healthy habits <input type="checkbox"/> Independent <input type="checkbox"/> Heredity <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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"/> Reteach/peer teaching activities Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time • <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<p>Science: Compare and contrast what it means for us to be healthy to what it means for animals to be healthy. (K-LS-1, 1-LS-1, 2-LS-1)</p>
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”. 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. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <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. <input type="checkbox"/> 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. <input type="checkbox"/> 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"/> 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: K-2	Content: Health Education
Domain: Nutrition	Time Frame: 4-5 Weeks
New Jersey Student Learning Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.1.2.B.2 Explain how foods on My Plate differ in nutritional content and value. 2.1.2.B.3 Summarize information about food found on product labels.	

Essential Questions	Enduring Understandings
<input type="checkbox"/> What makes a food healthy? <input type="checkbox"/> How does one determine appropriate portion sizes?	<input type="checkbox"/> There are many short and long term health benefits and risks associated with nutritional choices.

Skill
Students will be able to: <ul style="list-style-type: none"> • Compare and contrast healthy foods versus unhealthy foods. • Understand what information can be found on a food label, and explain why that is important to know. • Identify the essential food groups and discriminate the types of foods in each group. • Demonstrate knowledge of nutrition and why it is an important part of staying healthy.

Vocabulary	Resources	Assessment/Project
<p>Nutritious</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nutrient <input type="checkbox"/> Essential <input type="checkbox"/> Food label <input type="checkbox"/> Food groups <input type="checkbox"/> Nutrient dense <input type="checkbox"/> Calorie <input type="checkbox"/> My Plate <input type="checkbox"/> <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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 ☐ Fewer skills spread out over a longer period of time • ☐ ☐ Assign students a Bilingual or Englishspeaking study buddy Modifications in group size Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<p>ELA: Read various nonfiction books about</p> <ul style="list-style-type: none"> ☐ nutrition and healthy eating. Write an opinion piece telling someone why they should eat healthy. (W.K.1, W.1.1, W.2.1)

Grade: K-2	Content: Health Education
Domain: Diseases and Conditions	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. 2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions. 2.1.2.C.3 Determine how personal feelings can affect one’s wellness	

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

Skill
Students will be able to: <ul style="list-style-type: none"> • Understand the difference between communicable and non-communicable diseases. • Identify healthy habits, which may prevent the spread of germs. • Demonstrate an understanding of immunizations and vaccines. • Cancer Awareness, Lyme Disease Prevention

Vocabulary	Resources	Assessment/Project
<p>Germ</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vaccine <input type="checkbox"/> Immunization <input type="checkbox"/> Communicable disease <input type="checkbox"/> Non-communicable disease <input type="checkbox"/> Wellness <input type="checkbox"/> Common cold <input type="checkbox"/> Hygiene <input type="checkbox"/> Contagious/Transmittable <input type="checkbox"/> Symptom <input type="checkbox"/> Cancer <input type="checkbox"/> Lyme Disease <input type="checkbox"/> <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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"> • Social Studies: Demonstrate an understanding of family roles and traditions. (6.1.4.D.13) • English Language Arts: Ask and answer questions about key details in text (RI.K.1). • Ask and answer questions about key details in a text. (RI.1.1) • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time • <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy • <input type="checkbox"/> Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	
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"/> Help the student to learn the classroom and school routines. <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 	<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. <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"/> <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. • <input type="checkbox"/>

<p>something.</p> <ul style="list-style-type: none"> ☐ Use a student buddy, if possible someone with the same language. 		
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. ☐ 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"> ☐ Ask student to tell about, describe, or explain. ☐ 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 • <input type="checkbox"/> <input type="checkbox"/> Provide a warning for transitions • <input type="checkbox"/> <input type="checkbox"/> 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: K-2	Content: Health Education
Domain: Advocacy and Service	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. 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.	

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.

Skills
Students will be able to: <ul style="list-style-type: none"> • Explain ways in which one person can have an impact on their community. • Identify effective ways to communicate in a group and problem solve together.

Vocabulary	Resources	Assessment/Project
<p>Community</p> <p>Advocacy</p> <p><input type="checkbox"/> Wellness</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Morals</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>PE Central www.pecentral.com</p> <p><input type="checkbox"/> AAPHERD http://www.aapherd.com/ SHAPE America</p> <p><input type="checkbox"/> http://www.shapeamerica.com Discovery Health-</p> <p><input type="checkbox"/> www.discoveryeducation.com</p> <p><input type="checkbox"/></p>	<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: <input type="checkbox"/></p> <p style="padding-left: 40px;">Written 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"> • □ □ Reteach/peer teaching activities Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time • □ Assign students a bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<ul style="list-style-type: none"> □ Science: Compare and contrast what it means for us to be healthy to what it means for animals to be healthy. (K-LS-1, 1-LS1, 2-LS2)

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.

Different ated 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: K-2	Content: Health Education
Domain: Decision Making and Goal Setting	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. 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one’s health. 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> Why might educated people make poor health decisions? <input type="checkbox"/> 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.

Skills
Students will be able to: <ul style="list-style-type: none"> • Explain how people use their ideas and opinions to make decisions. • Determine wellness goals and explain why they are important in maintaining a healthy lifestyle. • Identify different types of exercise, and how exercise helps them stay healthy.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Personal health goal <input type="checkbox"/> Technology <input type="checkbox"/> Social media <input type="checkbox"/> Media <input type="checkbox"/> Culture <input type="checkbox"/> Exercise/Fitness <input type="checkbox"/> Opinion <input type="checkbox"/> Decision <input type="checkbox"/> Choice <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- 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.

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 □ Fewer skills spread out over a longer period of time • □ Assign students a Bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	<ul style="list-style-type: none"> □ □ Social Studies: Demonstrate an understanding of family roles and traditions. (6.1.4.D.13) English Language Arts: Ask and answer questions about key details in text (RI.K.1). Ask and answer questions about key details in a text. (RI.1.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)

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?” <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 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: K-2	Content: Health Education
Domain: Interpersonal Communication	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. 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	

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
Students will be able to: <ul style="list-style-type: none"> • Demonstrate effective listening skills and refusal skills that yield effective communication. • Demonstrate stranger awareness and inappropriate touch. • Identify the steps to take if they feel threatened or worried about a peer. • Understand the term, bullying, and identify ways they can help someone who might be bullied.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Refusal <input checked="" type="checkbox"/> Bullying <input type="checkbox"/> Stranger danger <input type="checkbox"/> Inappropriate touch <input type="checkbox"/> Peer pressure 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- 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.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<p>ELA: describe familiar events that have happened in their lives and discuss them with a peer. (SL.K.4, SL.1.4, SL.2.4)</p>
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy • <input type="checkbox"/> Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	
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”. Help the student to learn the classroom and school routines. 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. <input type="checkbox"/> 	<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. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • <input type="checkbox"/> <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"/> • <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"> • 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.

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: K-2	Content: Health Education
Unit: Relationships	Time Frame: 3-4 Weeks
New Jersey Student Learning Standards: 2.4.2.A.1 Compare and contrast different kinds of families locally and globally. 2.4.2.A.2 Distinguish the roles and responsibilities of different family members. 2.4.2.A.3 Determine the factors that contribute to healthy relationships . 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders. 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby	

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. <input type="checkbox"/> Technological advances continue to provide increased opportunities to develop relationships any time and any place with a worldwide audience.

Skills
Students will be able to: <ul style="list-style-type: none"> • Understand that there are many different types of relationships and families. • Identify roles and responsibilities as they exist in families, schools, and the community. <input type="checkbox"/> Identify safe-touch <input type="checkbox"/> Understand family violence, dating violence, child abuse, and sexual assault

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Relationship <input type="checkbox"/> Culture <input type="checkbox"/> Ethnicity <input type="checkbox"/> Family <input type="checkbox"/> Role <input type="checkbox"/> Affection <input type="checkbox"/> Technology <input type="checkbox"/> Social Media <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • Discovery Health 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"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities 	<ul style="list-style-type: none"> <input type="checkbox"/> ELA: describe familiar events that have happened in their lives and discuss them with a peer. (SL.K.4, SL.1.4, SL.2.4)
<ul style="list-style-type: none"> <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy <input type="checkbox"/> Repeat and rephrase often <input type="checkbox"/> Translated/modified materials <input type="checkbox"/> Small group instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Present/Discuss health current events Teach and demonstrate skills to other students <input type="checkbox"/> Peer leadership 	
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"/> Help the student to learn the classroom and school routines. <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. 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. • <input type="checkbox"/> 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 	<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 	<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
<ul style="list-style-type: none"> <input type="checkbox"/> assignment to you. 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"/> vocabulary. 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"/> “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: K-2	Content: Health Education
Unit: Medicine	Time Frame: 2-3 Weeks
<p>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. 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. 2.3.2.A.2 Explain why medicines should be administered as directed.</p>	
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.
Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of medicine and reasons to use them. • Understand procedures for the safe use of medicine. • Explain the benefits and harmful effects of medicines. <input type="checkbox"/> <p>Differentiate between a medicine and a drug.</p>	

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Drug <input type="checkbox"/> Medicine <input type="checkbox"/> Illness <input type="checkbox"/> Side effect <input type="checkbox"/> Safety <input type="checkbox"/> Prescription <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- 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	<input type="checkbox"/> Science: Compare and contrast what it means for us to be healthy to what it means for animals to be healthy. (K-LS-1, 1-LS-1, 2-LS-1)
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions Fewer skills spread out over a longer period of time • <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	
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”. 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. <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.	<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. Use a student buddy, if possible someone with the same language. <input type="checkbox"/>	<input type="checkbox"/> Ask literal questions-who, when, where, what. <ul style="list-style-type: none"> • <input type="checkbox"/> <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"> □ 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. □ 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"> □ Ask student to tell about, describe, or explain. □ 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"> <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: K-2	Content: Health Education
Unit: Alcohol, Tobacco, and Drugs/ Dependency and Treatment	Time Frame: 3-4 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>2.3.2.B.1 Identify ways that drugs can be abused.</p> <p>2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4 Identify products that contain alcohol.</p> <p>2.3.2.B.5 List substances that should never be inhaled and explain why.</p> <p>2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.</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 aware of the detrimental effects of these substances? How do they know the “right” way to use them? <input type="checkbox"/> How do other pressures? In the face of peer, media, and family influences, how do they decide what to do? 	<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 and mind.

Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify diseases associated with alcohol and tobacco. • Explain the impact tobacco has on the environment. • Understand the harmful effects of alcohol and tobacco on the body systems.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <input type="checkbox"/> Tobacco <input type="checkbox"/> Alcohol <input type="checkbox"/> Drug <input type="checkbox"/> Side effect <input type="checkbox"/> Treatment <input type="checkbox"/> Respiratory system <input type="checkbox"/> Digestive system <input type="checkbox"/> Disease <input type="checkbox"/> Cancer <input type="checkbox"/> Environment <input type="checkbox"/> Second hand smoke <input type="checkbox"/> <input type="checkbox"/> 	<p>PE Central www.pecentral.com</p> <ul style="list-style-type: none"> <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.com <input type="checkbox"/> Discovery Health- <input type="checkbox"/> 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	<input type="checkbox"/> Science: Compare and contrast what it means for us to be healthy to what it means for animals to be healthy. (K-LS-1, 1-LS-1, 2-LS-1))
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions <input type="checkbox"/> Fewer skills spread out over a longer period of time • <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy Repeat and rephrase often Translated/modified materials 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Open-ended activities • Present/Discuss health current events • Teach and demonstrate skills to other students • Peer leadership 	
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"/> Help the student to learn the classroom and school routines. <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. <input type="checkbox"/> <input type="checkbox"/>	<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. <input type="checkbox"/>	<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. <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. <input type="checkbox"/> Teach explicit phonemic awareness, phonic rules, and skills. Provide sentence and answer frames. <input type="checkbox"/> Ask the student to write a sentence or so to describe a picture. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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"/> 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