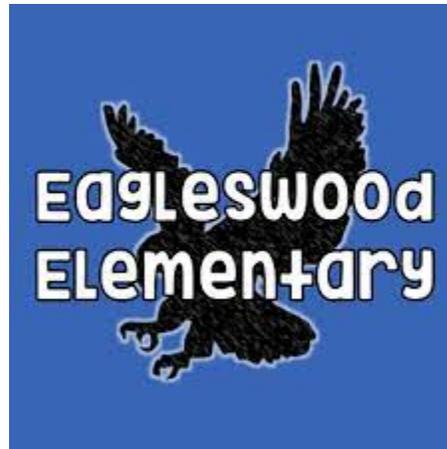


Eagleswood Township Elementary  
School District



Comprehensive Health Curriculum

Grades 3-5

Adopted by the Eagleswood  
Board Of Education  
August 15, 2022

Content Area: Health and Wellness  
Grade Levels: 3rd-5th  
Date Created: August 2022  
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## Pacing Guide

Unit 1: Personal & Mental Health (2.1)	Weeks 1-4
Unit 2: Physical Wellness (2.2)	Weeks 5-8
Unit 3: Safety (2.3)	Weeks 9-10

## Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs) for Health

### NJSLs for ELA

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the

text.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

#### NJSLS for Science

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.

#### NJSLS for Social Studies

- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Describe how culture is expressed through and influenced by the behavior of people.
- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### NJSLS for Technology (standard 8)

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- Use a graphic organizer to organize information about the problem or issue.
- Use digital tools to research and evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

NJSLS for 21st Century Life and Careers (standard 9)

- Act as a responsible and contributing citizen and employee.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living
- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals
- Identify various life roles and civic and work-related activities in the school, home, and community
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Unit 1- Personal & Mental Health

### Standards & Indicators for Health and Physical Education

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

**Core Idea**

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- Pregnancy can be achieved through a variety of methods.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the

**Guiding Questions**

- What activities can I do to keep my body healthy and free from illnesses?
- How do the different systems of my body work together to support wellness and my overall health?
- What is puberty?
- Why is having good character so important?
- How can I become more responsible?
- How can I effectively show my emotions?
- What are the basic social needs for all people?
- What types of situations might result in someone feeling angry or sad?
- How do I properly handle difficult situations?
- How do you know when you need help and who would I see for help?

<p>development of their children physically, socially and emotionally.</p> <ul style="list-style-type: none"> <li>● People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> <li>● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information</li> <li>● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>● What's more important: prevention or cure?</li> </ul>
<p><b>Content</b> Students will know...</p> <ul style="list-style-type: none"> <li>● What activities they can use to stay healthy</li> <li>● How to develop health habits for everyday living.</li> <li>● What they can do to manage their own emotions, thoughts and feelings.</li> <li>● How they can become more responsible.</li> <li>● How to handle conflict.</li> <li>● Who they can go to for reliable health information.</li> </ul>	<p><b>Skills (objectives)</b> Students will...</p> <ul style="list-style-type: none"> <li>● Comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> <li>● Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> <li>● Demonstrate the ability to access valid information and products and services to enhance health.</li> <li>● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● Demonstrate the ability to use decision-making skills to enhance health.</li> <li>● Demonstrate the ability to use goal-setting skills to enhance health.</li> <li>● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>● Demonstrate the ability to advocate for personal, family, and community health.</li> </ul> </li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Student demonstrations during class activities.</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>● Class-Work Review</li> <li>● Teacher Observation</li> <li>● Group &amp; Cooperative Work</li> </ul>

<ul style="list-style-type: none"> <li>● Class discussion of Essential Questions.</li> <li>● Worksheets and Diagrams</li> <li>● Self-Assessments</li> <li>● Peer Assessments</li> <li>● Various Class Activities and Games</li> <li>● Video Presentations &amp; Discussions</li> </ul>	
<p><b>Learning Opportunities and Strategies</b></p> <ul style="list-style-type: none"> <li>● Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems.</li> <li>● Organize health problems into categories (e.g., injuries, diseases, social and emotional).</li> <li>● Teacher led discussions and presentations on healthy related activities.</li> <li>● Teacher led discussions on the influences on health to determine how each can have a positive or negative effect on a person's overall well-being.</li> <li>● Demonstrate healthy ways to express your thoughts and feelings.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Guidance Counselor</li> <li>● School Nurse</li> <li>● Local Medical Facilities</li> <li>● <a href="#">Vector- Borne Resource</a> (NJDOE+NJDOH)</li> <li>● <a href="#">Character Education Resources</a></li> <li>● <a href="#">Anti Bullying Resources</a></li> <li>● <a href="#">Social Skills Videos</a></li> <li>● Collection of food labels</li> <li>● <a href="#">My Plate</a></li> <li>● <a href="#">Kids Health in the Classroom</a></li> <li>●</li> </ul>

<p><b>Unit 2- Physical Wellness</b></p>
<ul style="list-style-type: none"> <li>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>● 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> </ul>

- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

### **Core Idea**

- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities: free movement, games, aerobics, dance, sports, and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Teams apply offensive, defensive, and

### **Guiding Questions**

- How does your character affect your health and those around you?
- How can I learn new skills that will help me as my body begins to change?
- Can I work together with others?
- What is wellness?
- What foods can I eat to give me the best nutrients I need to be healthy and stay active?
- What is sportsmanship?
- Do I show good sportsmanship?

<p>cooperative strategies in most games, sports, and physical activities.</p> <ul style="list-style-type: none"> <li>• The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li> <li>• Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</li> <li>• Personal and community resources can support physical activity.</li> <li>• Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</li> </ul>	
<p><b>Content</b> Students will know...</p> <ul style="list-style-type: none"> <li>• What activities they can use to stay healthy.</li> <li>• How to develop health habits for everyday living.</li> <li>• How to work together to accomplish goals. (Teamwork)</li> <li>• How to prevent injuries.</li> <li>• What sportsmanship is and how to show good sportsmanship.</li> <li>• How to cooperate with other students during activities and games.</li> <li>• How to listen and follow directions to improve their skills.</li> </ul>	<p><b>Skills (objectives)</b> Students will...</p> <ul style="list-style-type: none"> <li>• Comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> <li>• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> <li>• Demonstrate the ability to access valid information and products and services to enhance health.</li> <li>• Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>• Demonstrate the ability to use decision-making skills to enhance health.</li> <li>• Demonstrate the ability to use goal-setting skills to enhance health.</li> <li>• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to advocate for personal, family, and community health.</li> </ul>
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Student classwork</li> <li>• Group discussions</li> <li>• Self-assessments</li> <li>• Turn and talk</li> <li>• Activities/ games</li> <li>• Exit tickets</li> </ul>	<b>Other Evidence of Learning</b> <ul style="list-style-type: none"> <li>• Class-Work Review</li> <li>• Teacher Observation</li> </ul>
<b>Learning Opportunities and Strategies</b> <ul style="list-style-type: none"> <li>• Work with puppets for role-playing</li> <li>• Role play with other students</li> <li>• Use “I Message”</li> <li>• Recite the Anti-Bullying Pledge</li> <li>• Read examples from literature</li> <li>• See video examples</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• PE Equipment</li> <li>• Internet</li> <li>• DVD’s</li> <li>• Music Equipment/Selection</li> </ul>

<h3>Unit 3- Safety</h3>
<ul style="list-style-type: none"> <li>• 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>• 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>• 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>• 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> <li>• 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</li> <li>• 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</li> <li>• • 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>• 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> <li>• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>• 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> </ul>

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

### **Core Idea**

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and

### **Guiding Questions**

- When is it good to use a drug?
- When is it not good to use a drug?
- Why is alcohol abuse?
- How can I communicate properly using technology?
- How can I express my feelings if I am in an uncomfortable situation?
- What are the effects of abusing alcohol and drugs?
- What situations could cause me to feel uncomfortable or scared?
- How can I keep myself healthy and free from disease or illness?

others affected by these situations.	
<p><b>Content</b> Students will know...</p> <ul style="list-style-type: none"> <li>● What activities they can use to stay healthy.</li> <li>● How to develop health habits for everyday living.</li> <li>● Why personal hygiene is appropriate to healthy living.</li> <li>● How to identify which drugs can be harmful, including some medicines.</li> <li>● What strategies are used to prevent the spread of diseases.</li> <li>● What safety measures they can take to safely communicate and work online.</li> <li>● Who to call in an emergency.</li> <li>● What is Erin's Law and where and who they can go to for help.</li> </ul>	<p><b>Skills (objectives)</b> Students will...</p> <ul style="list-style-type: none"> <li>● Comprehend concepts related to health promotion and disease prevention to enhance health.</li> <li>● Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> <li>● Demonstrate the ability to access valid information and products and services to enhance health.</li> <li>● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● Demonstrate the ability to use decision-making skills to enhance health.</li> <li>● Demonstrate the ability to use goal-setting skills to enhance health.</li> <li>● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>● Demonstrate the ability to advocate for personal, family, and community health.</li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Student classwork</li> <li>● Group discussions</li> <li>● Self-assessments</li> <li>● Turn and talk</li> <li>● Activities/ games</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>● Class-Work Review</li> <li>● Teacher Observation</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide students with a three-column chart. Each column w/the following of three labels: Illegal Drugs, Legal Drugs - prescription, Legal Drugs -over-the-counter.</li> <li>● Students are to provide a minimum of three examples per column, and will provide a written explanation at the bottom of the chart detailing why some are/aren't illegal.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Kids Health in the Classroom</a></li> <li>● <a href="#">Kids Safe Medicine</a></li> <li>● <a href="#">Book List</a> (substance abuse)</li> <li>● <a href="#">American Red Cross</a></li> <li>● <a href="#">Fire Safety</a></li> <li>● <a href="#">Online Safety</a> Video</li> <li>● Local Fire Department</li> <li>● <a href="#">Monster Guard App</a></li> <li>● <a href="#">Safety Videos</a></li> <li>● <a href="#">Erin's Law Resources</a></li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the risks of smoking.</li> <li>• Generate a list of effects of prescriptions, over-the counter drugs, and illegal drugs.</li> <li>• Identify prescription and over-the-counter medications on a teacher created list or poster.</li> <li>• Create a PSA (public service announcement) urging people not to use cigarettes, alcohol or illegal drugs. Announcements can be jingles, posters, skits, etc.</li> <li>• Role play with other students</li> <li>• Use “I Message”</li> <li>• Recite the Anti-Bullying Pledge</li> <li>• See video examples</li> </ul>	
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<b>Differentiation</b>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Lesson/Skill Extension  Peer Assistant	Peer Partners	Peer Assistant  Rewording of Directions  Varying sizes and type of equipment	SIOP Strategies  Modeling  Simplify Directions  Varying sizes and type of equipment

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the struggling and/or Special Needs Section for differentiation.

<b>Accommodations for Various Learners</b>
<p><b><u>Students that are English Language Learners:</u></b></p> <ol style="list-style-type: none"> <li>1. Retell content information in easier English</li> <li>2. Use simple sentence structure (verb-subject-object)</li> <li>3. Use high frequency words</li> <li>4. Avoid negative phrasing such as all, but, except</li> <li>5. Actively help students build connections and associations in order to access background knowledge or previously taught information</li> <li>6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)</li> </ol>

7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

### Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

### Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy

10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

**Students with 504 Plans:**

**Environmental Strategies**

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

**Presentation Strategies**

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

**Behavioral Strategies**

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

**Organizational Strategies**

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

**Evaluation Methods**

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

**Students that are At Risk:**

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

## Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

## Universal Design for Learning

### Recognition Networks

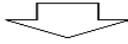
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:  
Provide Multiple Means of  
Representation**

### Strategic Networks

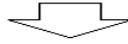
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:  
Provide Multiple Means of  
Action and Expression**

### Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:  
Provide Multiple Means of  
Engagement**