

**Califon Public School  
Curriculum**



<b>Subject: Health</b>	<b>Grade: 3</b>	<b>Unit: September &amp; October</b>	<b>Pacing: approximately 8 weeks</b>
<b>Unit Title: Personal Growth and Development and Personal Safety</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will discuss personal health strategies to maintain health and the changes that occur during puberty. They will also discuss how to identify trusted adults whom they can turn to for help.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Health is influenced by the interaction of body systems.</li> <li>● Puberty is a time of physical, social, and emotional changes.</li> <li>● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>● There are strategies that individuals can use to communicate safely in an online environment.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● What health strategies and behaviors can we use to reduce illness, prevent injuries, and maintain wellness?</li> <li>● What changes during puberty occur and how do these changes influence personal self-care?</li> <li>● What are the physical, social and emotional changes that occur during puberty and how does the onset and progression vary?</li> <li>● How do hormones play a role in sexual development?</li> <li>● How can you identify a trusted adult and discern which adults may be better suited for different questions/problems/concerns?</li> <li>● What are some strategies we can use to reduce the risk of injuries at home, school, and in the community?</li> <li>● Can you demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)?</li> <li>● How do we examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation?</li> </ul>

	<ul style="list-style-type: none"> <li>● Can you develop strategies to safely communicate through digital media with respect?</li> <li>● Can you communicate personal boundaries and demonstrate ways to respect other people's personal boundaries?</li> <li>● Can you 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> </ul>
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Objectives
<ul style="list-style-type: none"> <li>● Students will be able to describe health strategies and behaviors can we use to reduce illness, prevent injuries, and maintain wellness</li> <li>● Students will be able to identify changes during puberty occur and how do these changes influence personal self-care</li> <li>● Students will be able to describe the physical, social and emotional changes that occur during puberty and how does the onset and progression vary</li> <li>● Students will be able to describe how hormones play a role in sexual development</li> <li>● Students will be able to identify a trusted adult and discern which adults may be better suited for different questions/problems/concerns</li> <li>● Students will be able to evaluate strategies they can use to reduce the risk of injuries at home, school, and in the community</li> <li>● Students will be able to demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)</li> <li>● Students will be able to describe the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation</li> <li>● Students will be able to explain strategies to safely communicate through digital media with respect</li> <li>● Students will be able to communicate personal boundaries and demonstrate ways to respect other people's personal boundaries</li> <li>● Students will be able to 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> </ul>

Assessment		
<table> <tr> <td data-bbox="73 1317 1050 1503"> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Student -feedback</li> </ul> </td> <td data-bbox="1050 1317 2024 1503"> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Assessments/Unit Tests</li> </ul> </td> </tr> </table>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Student -feedback</li> </ul>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Assessments/Unit Tests</li> </ul>
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<ul style="list-style-type: none"> <li>● Question and answer</li> </ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Modified assessments</li> </ul>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Written records</li> </ul>	

Key Vocabulary	
<ul style="list-style-type: none"> <li>● adequate sleep</li> <li>● balanced nutrition</li> <li>● ergonomics</li> <li>● self-care</li> <li>● puberty</li> <li>● hormones</li> <li>● teasing</li> <li>● bullying</li> <li>● harassment</li> </ul>	<ul style="list-style-type: none"> <li>● onset and progression</li> <li>● caregivers</li> <li>● adolescent</li> <li>● first aid</li> <li>● choking</li> <li>● stroke</li> <li>● assault</li> <li>● abuse</li> </ul>

Resources & Materials
<ul style="list-style-type: none"> <li>● The Great Body Shop</li> <li>● Videos</li> <li>● <a href="#">Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom</a></li> </ul>

Technology Infusion
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> </ul>
<p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> </ul>
<p><b>Activities:</b></p>

- Students will utilize Chromebooks to watch videos on the appropriate first aid procedures to follow in case of an emergency.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### Interdisciplinary Integration

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

#### Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.4.5.CI.3	Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Careers

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

CRP #	Practice
3	Attend to personal health and financial well-being.
8	Utilize critical thinking to make sense of problems and persevere in solving them.
9	Model integrity, ethical leadership and effective management.

### Standards

Standard #	Standard Description
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.
2.3.5.PS.1:	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2:	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3:	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.4:	Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.5:	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6:	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School  
Curriculum**



<b>Subject: Health</b>	<b>Grade: 3</b>	<b>Unit: November &amp; December</b>	<b>Pacing: approximately 8 weeks</b>
<b>Unit Title: Pregnancy and Parenting, Nutrition</b>			

**OVERVIEW OF UNIT:**

**During this unit, students will learn about the variety of ways pregnancy can be achieved and explore the relationship between intercourse and human reproduction. Students will discuss the principles of a balanced nutritional diet, including moderation, variety and limiting certain foods.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Pregnancy can be achieved through a variety of methods.</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>	<ul style="list-style-type: none"> <li>● What is the relationship between sexual intercourse and human reproduction?</li> <li>● What are the different ways pregnancy can occur?</li> <li>● Can you explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively?</li> <li>● Can you create a healthy meal based on nutritional content, value, calories, and cost?</li> <li>● Can you develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture?</li> </ul>

<b>Objectives</b>
<ul style="list-style-type: none"> <li>● Students will be able to identify the relationship between sexual intercourse and human reproduction</li> <li>● Students will be able to explain the different ways pregnancy can occur</li> <li>● Students will be able to explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively</li> <li>● Students will be able to create a healthy meal based on nutritional content, value, calories, and cost</li> </ul>

- Students will be able to develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture

### Assessment

#### Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

#### Summative Assessment:

- Written records

#### Benchmark:

- Assessments/Unit Tests

#### Alternative:

- Modified assessments

### Key Vocabulary

- |                                                                                                                           |                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>● IVF</li> <li>● prenatal</li> <li>● fertilization</li> <li>● Surrogacy</li> </ul> | <ul style="list-style-type: none"> <li>● pregnancy</li> <li>● intercourse</li> <li>● reproduction</li> <li>● nutrition</li> <li>● meal plan</li> <li>● healthy weight</li> <li>● maintain</li> <li>● moderation</li> <li>● variety</li> <li>● processed foods</li> </ul> |
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### Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

### Technology Infusion



<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Students utilize Chromebooks to research healthy eating habits and create a meal plan based on nutritional content, value, calories, and cost.</li> </ul>	
Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>● Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>● US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>● Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>● NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>● PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>● STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>● <a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>● Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>● International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
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### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.4.5.CI.3	Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Careers

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

CRP #	Practice
3	Attend to personal health and financial well-being.
10	Plan education and career paths aligned to personal goals.

### Standards

Standard #	Standard Description
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).
2.2.5.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.

### Differentiation

Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducatio">http://www.specialeducatio</a></li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject: Health</b>	<b>Grade: 3</b>	<b>Unit: January and February</b>	<b>Pacing: approximately 8 weeks</b>
<b>Unit Title: Emotional Health, Alcohol, Tobacco and other Drugs</b>			

**OVERVIEW OF UNIT:**

**Students will discuss how self-management skills impact an individual's emotional health and how resilience and coping practices can help navigate daily challenges in a positive way. Students will discuss the effects of alcohol, tobacco and other drugs on their bodies and society.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>● Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li> </ul>	<ul style="list-style-type: none"> <li>● How do our feelings and thoughts lead to healthy and unhealthy behaviors?</li> <li>● What are some healthy ways to cope with rejection, loss, difficult situations and separation from family?</li> <li>● What are some feelings and emotions people have and how might they express them?</li> <li>● What are some behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance?</li> <li>● Can you identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)?</li> <li>● Can you describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products?</li> <li>● Can you describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available?</li> </ul>

### Objectives

- Students will be able to describe how feelings and thoughts lead to healthy and unhealthy behaviors
- Students will be able to identify healthy ways to cope with rejection, loss, difficult situations and separation from family
- Students will be able to express feelings and emotions people have and how might they express them
- Students will be able to identify behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance
- Students will be able to identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)
- Students will be able to describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- Students will be able to describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available

### Assessment

#### Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

#### Summative Assessment:

- Written records

#### Benchmark:

- Assessments/Unit Tests

#### Alternative:

- Modified assessments

### Key Vocabulary

- |                      |                |
|----------------------|----------------|
| ● cope               | ● anxiety      |
| ● resiliency         | ● anger        |
| ● rejection          | ● hopelessness |
| ● seperation         | ● fear         |
| ● opioids            | ● prescription |
| ● substance disorder | ● OTC          |
| ● vaping             | ● inhalants    |
| ● e-cigarettes       |                |

### Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebook

#### Activities:

- Students will work in groups to collaborate and create videos on appropriate behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### Interdisciplinary Integration

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

#### Resources:

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)

- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA. W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA. SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA. SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.4.5.CI.3	Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Careers

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

CRP #	Practice
3	Attend to personal health and financial well-being.
4	Communicate clearly and effectively and with reason.
8	Utilize critical thinking to make sense of problems and persevere in solving them.

### Standards

Standard #	Standard Description
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.

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

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student’s IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>



**Califon Public School  
Curriculum**



<b>Subject: Health</b>	<b>Grade: 3</b>	<b>Unit: March &amp; April</b>	<b>Pacing: approximately 8 weeks</b>
<b>Unit Title: Social and Sexual Health, Health Conditions, Diseases and Medicines</b>			

**OVERVIEW OF UNIT:**

**During this unit, students will discuss gender expressions and or sexual orientation. They will explore how family affects the development of children and discuss some key elements that exist in healthy relationships. They will discuss health conditions, diseases and medicines that treat or prevent those conditions and diseases.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>● Family members impact the development of their children physically, socially and emotionally.</li> <li>● People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> <li>● There are actions that individuals can take to help prevent diseases and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>● What are some gender-role stereotypes and their potential impact on self and others?</li> <li>● What is the difference between sexual orientation and gender identity?</li> <li>● How can you promote dignity and respect for all people?</li> <li>● How can families share common values, offer emotional support, and set boundaries and limits?</li> <li>● Can you explain the importance of communicating with family members, caregivers and trusted adults on different topics?</li> <li>● Can you describe the differences between healthy and unhealthy relationships with friends and family members?</li> <li>● What are the differences between teasing, harassment and bullying and how do they harm others?</li> <li>● Can you identify conditions that may keep the human body from working properly, and the ways in which the body responds?</li> <li>● Can you describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)?</li> </ul>

- How can you examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)?

### Objectives

- Students will be able to describe how some gender-role stereotypes and their potential impact on self and others
- Students will be able to explain the difference between sexual orientation and gender identity
- Students will be able to demonstrate ways to promote dignity and respect for all people
- Students will be able to identify how families share common values, offer emotional support, and set boundaries and limits
- Students will be able to explain the importance of communicating with family members, caregivers and trusted adults on different topics
- Students will be able to describe the differences between healthy and unhealthy relationships with friends and family members
- Students will be able to identify the differences between teasing, harassment and bullying and how do they harm others
- Students will be able to identify conditions that may keep the human body from working properly, and the ways in which the body responds
- Students will be able to describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
- Students will be able to describe how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)

### Assessment

#### Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

#### Summative Assessment:

- Written records

#### Benchmark:

- Assessments/Unit Tests

#### Alternative:

- Modified assessments

### Key Vocabulary

- |                                                                                                                                                                                             |                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• gender-role</li> <li>• gender</li> <li>• sexual orientation</li> <li>• stereotypes</li> <li>• gender expression</li> <li>• Lyme disease</li> </ul> | <ul style="list-style-type: none"> <li>• dignity</li> <li>• socio-economic</li> <li>• teasing</li> <li>• harassment</li> <li>• bullying</li> <li>• stress</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |                                                                                  |                                                                                   |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● influenza</li> <li>● phobias</li> </ul> | <ul style="list-style-type: none"> <li>● anxiety</li> <li>● prevention</li> </ul> |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|

### Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

### Technology Infusion

#### Teacher Technology:

- Chromebook

#### Student Technology:

- Chromebook

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to use Chromebooks to create presentations that describe the differences between healthy and unhealthy relationships with friends and family members.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### Interdisciplinary Integration

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

#### Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>

- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.4.5.CI.3	Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Careers

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

CRP #	Practice
3	Attend to personal health and financial well-being.
4	Communicate clearly and effectively and with reason.

### Standards

Standard #	Standard Description
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.5:	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
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.
2.3.5.HCDM.1:	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
2.3.5.HCDM.2:	Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
2.3.5.HCDM.3:	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School  
Curriculum**



<b>Subject: Health</b>	<b>Grade: 3</b>	<b>Unit: May &amp; June</b>	<b>Pacing: approximately 8 weeks</b>
<b>Unit Title: Community Health Services and Support, Dependency, Substances Disorder, and Treatment</b>			

**OVERVIEW OF UNIT:**

**Students will discuss the availability of community professionals and how they can provide reliable information and assistance during health emergencies. They will also discuss the benefits of coping strategies when facing difficult situations. Students will discuss dependency on drugs and treatments.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <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> <li>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</li> </ul>	<ul style="list-style-type: none"> <li>What resources are available for health services and how can they assist in addressing needs and emergencies in the school and community?</li> <li>How can business, non-profit organizations, and individuals work cooperatively to address global health issues, including climate change?</li> <li>Can you describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress?</li> <li>Can you differentiate between drug use, misuse, abuse, and prescription and illicit drugs?</li> <li>Can you identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem?</li> <li>Can you demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can you demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs?</li> <li>• Can you 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)?</li> </ul>
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### Objectives

- Students will be able to identify resources that are available for health services and how can they assist in addressing needs and emergencies in the school and community
- Students will be able to describe how business, non-profit organizations, and individuals work cooperatively to address global health issues, including climate change
- Students will be able to describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress
- Students will be able to differentiate between drug use, misuse, abuse, and prescription and illicit drugs
- Students will be able to identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem
- Students will be able to demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
- Students will be able to demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
- Students will be able to identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)

### Assessment

#### Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

#### Summative Assessment:

- Written records

#### Benchmark:

- Assessments/Unit Tests

#### Alternative:

- Modified assessments

**Key Vocabulary**

- |                                                                                                                                                                                                                 |                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● health professionals</li> <li>● assertiveness</li> <li>● verbal communication</li> <li>● nonverbal communication</li> <li>● long-term</li> <li>● short-term</li> </ul> | <ul style="list-style-type: none"> <li>● health resources</li> <li>● negotiation</li> <li>● refusal</li> <li>● interpersonal</li> <li>● peer leadership</li> <li>● illicit</li> </ul> |
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**Resources & Materials**

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

**Technology Infusion****Teacher Technology:**

- Chromebook

**Student Technology:**

- Chromebook

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate and create lists of available resources for health services and how can they assist in addressing needs and emergencies in the school and community.

<b>Standard</b>	<b>Standard Description</b>
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**Interdisciplinary Integration****Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

**Resources:**



- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.4.5.CI.3	Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Careers

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

CRP #	Practice
3	Attend to personal health and financial well-being.
4	Communicate clearly and effectively and with reason.

### Standards

Standard #	Standard Description
2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning,</li> </ul>

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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