



Rochelle Park School District

Curriculum Guide

Health Grades: 3-5

BOE Approved on August 30, 2022

Overview

The NJSLS-CHPE (New Jersey Student Learning Standards for Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/index.shtml>) highlights the expectation that all students participate in a high-quality, K–12 sequential health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. They will develop the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

The Rochelle Park K-2 Health Curriculum guide supports the implementation of the following disciplinary concepts:

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases, and Medicine
- Alcohol, Tobacco, and other Drugs
- Dependency, Substances Disorder and Treatment

Section 18A:35-4.7 - Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

N.J.S. § 18A:35-4.7

L.1979, c.428, s.2, eff. 2/11/1980

CHPE: HEALTH	
Grades 3-5	
2.1 Personal and Mental Health	
DISCIPLINARY CONCEPT: Personal Growth and Development	
Timeframe	3-4 weeks
Core Ideas	Performance Expectation Standards
Health is influenced by the interaction of body systems.	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).
Puberty is a time of physical, social, and emotional changes.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3- Body Systems 2.1.5.PGD.1 Respiratory <ul style="list-style-type: none"> Lungs, diaphragm, larynx, nose, oxygen, pharynx, trachea, carbon dioxide Digestive <ul style="list-style-type: none"> Mouth, 	Grade 3 Students will be able to <ul style="list-style-type: none"> Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness Identify parts and function of the respiratory, immune and digestive body 	<ul style="list-style-type: none"> Investigate a Diagram of respiratory and digestive system with organs labeled Whole and small group discussion of how body organs work together to form a System Generate vocabulary; through class discussion and investigation define each body part through class discussion and investigation of resources 	<ul style="list-style-type: none"> Google Form (Formal) Assessment Class Discussion Models of Respiratory/Digestive Systems Projects/Presentations on the Respiratory/Digestive Systems 	The Body Book https://www.amazon.com/Body-Book-Easy-Make-Hands/dp/0545048737 Video on Digestive system: https://www.youtube.com/watch?v=ZBZWgrfZFbU Dr. Binocs-Peekaboo Kids YouTube videos https://www.youtube.com/watch?v=ZBZWgrfZFbU

<p>esophagus, stomach, large intestine, small intestine, liver, gallbladder, colon, anus</p> <ul style="list-style-type: none"> • Transportation, digestion, absorption, secretion <p>Immune System</p> <ul style="list-style-type: none"> • Symptomatic, Asymptomatic, Virus, Antibodies, Immunity, white blood cells, bacteria, virus, spleen, bone marrow, thymus 	<p>system.</p>			<p>com/c/PeekabooKids</p> <ul style="list-style-type: none"> • Discovery Education • How the Immune System works- https://kidshealth.org/en/kids/ismovie.html • Lungs and Respiratory System https://kidshealth.org/en/kids/rsmovie.html •
<p>Grade 4- Body Systems 2.1.5.PGD.1 Circulatory</p> <ul style="list-style-type: none"> • Heart, Veins, Arteries, Blood, Platelets, Capillaries, Iron <p>Skeletal</p> <ul style="list-style-type: none"> • Bones, Bone Marrow, Cartilage, Vitamin D, 	<p>Grade 4 Students will be able to</p> <ul style="list-style-type: none"> - Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness - Identify parts and function of Circulatory, Skeletal and Muscular body systems. 	<ul style="list-style-type: none"> - Robot Finger Model - Create and label Diagrams of Circulatory, Skeletal and Muscular Systems - Whole and small group discussions of how organs work together to create the body system. 	<ul style="list-style-type: none"> - Google Form (Formal) Assessment - Class Discussion - Models of circulatory, skeletal, muscular systems - Projects/Presentations on circulatory, skeletal, muscular systems (individual or group) 	<ul style="list-style-type: none"> - The Body Book https://www.amazon.com/Body-Book-Easy-Make-Hands/dp/0545048737 - About Kids Health- YouTube https://www.youtube.com/channel/UCvHCw-Pc9CI9VeZrvEVIIdEw - Discovery Education - Video on immune system: https://www.youtube.com

<p>Calcium, joints</p> <p>Muscular</p> <ul style="list-style-type: none"> • Muscles, Tendons, Ligaments, Physical Activity 				<p>com/watch?v=azE3rv5I28Y</p> <ul style="list-style-type: none"> - www.Kidshealth.org - Video on functions of the muscular system: https://www.youtube.com/watch?v=VVL-8zr2hk4 - What if we didn't have bones? https://www.youtube.com/watch?v=ASpo_eFRTZ0 - Mystery Science- https://mysteryscience.com/body/mystery-1/muscles-skeleton/59 • Heart and Circulatory System- https://kidshealth.org/en/kids/csmovie.html • Muscular System https://kidshealth.org/en/kids/closet/ • Bones and Skeletal System https://kidshealth.org/en/kids/ssmovie.html • How the joints work https://kidshealth.org/en/kids/how-joints-work.html
<p>Grade 4- Puberty 2.1.5.PGD.2 and 2.1.5.PGD.5</p>	<p>Grade 4 Students will be able to:</p> <ul style="list-style-type: none"> • Identify trusted 	<ul style="list-style-type: none"> - The teacher will lead a class discussion on who a trusted adult is and how to 	<ul style="list-style-type: none"> • Class discussion • Whole and small group discussion 	<ul style="list-style-type: none"> • www.amaze.org • YouTube Nemours Kidshealth-

<ul style="list-style-type: none"> • Puberty, Hormones, Mood Swings, Self-Care, Growth Spurt • Changes in the physical body : Hair growth, body odor, • Trusted Adults 	<p>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.</p> <ul style="list-style-type: none"> • Examine how the body changes during puberty and how these changes influence personal self-care. 	<p>identify one(s) in students' lives</p> <ul style="list-style-type: none"> - Students create a list of trusted adults present in their life - Students will then identify which personal topics can be discussed with specific, trusted adults - Students will create a list of pros and cons of having discussions with trusted adults - Students will brainstorm ways that their bodies are physically changing (hair growth, body odor, voice changes, mood swings etc.) and identify if these are gender specific or common to all in their age group. 	<p>of identification of trusted adults</p> <ul style="list-style-type: none"> • Create chart of physical changes during puberty (males/females/both) 	<p>https://www.youtube.com/channel/UCDummp96hqu7KAUbs5k_zOw</p> <ul style="list-style-type: none"> • https://www.letstalkaboutit.nhs.uk/relationships-sex-education-support/puberty-less-on-plan/ puberty lesson plan • <i>Celebrate Your Body (And Its Changes, Too!)</i> Sonya Renee Taylor
<p>Grade 5 - Body Systems 2.1.5.PGD.1 Endocrine</p> <ul style="list-style-type: none"> • Hormones, Thyroid (Thyroxin), Parathyroids, Adrenal (Adrenaline/Epinephrine) Testes (Testosterone), Ovaries (Progesterone /Estrogen), Human 	<p>Grade 5 Students will be able to</p> <ul style="list-style-type: none"> - Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness - Identify parts and function of Endocrine and Nervous systems. 	<ul style="list-style-type: none"> - Create and label Diagrams of Endocrine and Nervous Systems - Whole and small group discussions of how organs work together to create the body system. - Conduct a reflex test 	<ul style="list-style-type: none"> - Google Form (Formal) Assessment - Class Discussion - Models of endocrine and nervous systems - Projects/Presentations on endocrine and nervous systems 	<ul style="list-style-type: none"> • The Body Book https://www.amazon.com/Body-Book-Easy-Make-Hands/dp/0545048737 • Discovery Education • www.Kidshealth.org • <i>Why I Sneeze, Shiver, Hiccup, and Yawn</i> by Melvin Berger • How does your brain control your body? https://mysteryscience.com/body/mystery-4/brain-nerves-information-processing/6

<p>Growth Hormone</p> <p>Nervous</p> <ul style="list-style-type: none"> Brain, nerves, brainstem, cerebrum, central nervous system, impulse, reflex, spinal cord, Senses/Sensory motor neurons, PNS-Peripheral Nervous System 				<ul style="list-style-type: none"> 2 Endocrine System https://kidshealth.org/en/kids/esmovie.htm ↓ Brain and Nervous System https://kidshealth.org/en/kids/nsmovie.htm ↓
<p>Grade 5- Puberty</p> <p>2.1.5.PGD.3 and 2.1.5.PGD.4</p> <ul style="list-style-type: none"> Masturbation, Nocturnal Emissions, Romantic Feelings, Sexual Feelings, Hygiene, Sperm, Testosterone, Testes, Ovaries, Estrogen, Progesterone, Menstruation 	<p>Grade 5</p> <p>Students will be able to</p> <ul style="list-style-type: none"> Describe the structure and function of the male and female reproductive system (Sperm, Testosterone, Testes, Ovaries, Estrogen/Progesterone) Identify ways to protect your reproductive health (Hygiene, Menstruation) Explain the physical, social, and emotional changes 	<ul style="list-style-type: none"> Identify parts and label reproductive system (male/female) Class discussion on how to protect reproductive health. Class discussion on how hormones can affect emotions. Discuss social changes that occur during puberty (friendships/relationships) Class discussion on human sexual development, research in teacher determined resources. 	<ul style="list-style-type: none"> Google Form (Formal) Assessment Class Discussion Models of reproductive systems Class discussion and class participation Google forms assessment 	<ul style="list-style-type: none"> www.amaze.org www.kidshealth.org Discovery Education Always Puberty Education Kits- https://always.com/en-us/puberty-education-programs-for-teachers-students-and-parents <ul style="list-style-type: none"> Pamphlets Puberty Kits YouTube Nemours Kidshealth- https://www.youtube.com/channel/UCDu mmp96hqu7KAUbs5k_zOw ("Puberty Kit" -

	<p>that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <ul style="list-style-type: none"> • Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 			<p>important/useful items)</p> <p>https://teachingsexualhealth.ca/app/uploads/2017-Puberty-Kit-Pictures.pdf</p> <ul style="list-style-type: none"> • <i>Puberty is Gross but Also Really Awesome</i> by Gina Loveless
--	---	--	--	--

<p>Interdisciplinary Connections</p>	<p>ELA</p> <p>Grade 3-</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Grade 4-</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>Grade 5-</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups,</p>
---	--

	and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Pregnancy and Parenting

Timeframe	2-3 weeks
Core Ideas	Performance Expectation Standards
Pregnancy can be achieved through a variety of methods.	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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3- n/a				
Grade 4- n/a				
Grade 5- Pregnancy 2.1.5.PGD.1 and 2.1.5.PGD.2 Sperm, Egg, Human Reproduction, IVF, Surrogacy, Egg donation	Grade 5 Students will be able to: <ul style="list-style-type: none"> - Explain the relationship between sexual intercourse and human reproduction. - Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) - Understand that sexual intercourse causes pregnancy in human beings 	<ul style="list-style-type: none"> • Class discussion regarding pregnancy and its various methods. (i.e. IVF, surrogacy, egg donation) • The teacher will lead a class discussion on the scientific manner a human pregnancy occurs, sperm meets egg. • Students will have the opportunity to ask questions and receive answers from a qualified and trusted adult. 	<ul style="list-style-type: none"> • Informal- Q&A • Google Form • Daily journal (ex: exit ticket, open-ended questions). 	<ul style="list-style-type: none"> • YouTube- The process of surrogacy https://www.youtube.com/watch?v=t3Sgg7UmGQE • https://kidshealth.org/en/parents/preg-health.html Staying health during pregnancy
Interdisciplinary Connections	ELA Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). W.3.7. Conduct short research projects that build knowledge about a topic.			

	<p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>			
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>			
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator

Visual aides Modeling Cognates	Highlighter Color contrast		Self-directed activities	Highlighter Color contrast Parent communication Modified assignments Counseling
--------------------------------------	-------------------------------	--	--------------------------	---

CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Emotional Health

Timeframe	5-6 weeks
Core Ideas	Performance Expectation Standards
Self-management skills impact an individual's ability to recognize, cope, and express	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.
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p>Grade 3- Feelings and Emotions 2.1.5.EH.3</p> <p>Anger, Fear, Happiness, Sadness, Frustration, Anxiety, Lonely, Hopelessness, love, calmness, confusion, awkwardness, sympathy, empathy, boredom, admiration,</p>	<p>Grade 3 Students will be able to:</p> <ul style="list-style-type: none"> - Identify different feelings and emotions that people may experience and how they might express these emotion 	<ul style="list-style-type: none"> • Supply students with a list of scenarios and have them identify what are "appropriate" emotional responses • Students can use "I statements" to discuss feelings 	<ul style="list-style-type: none"> - Class Discussion - Role play scenarios - Matching emotion/feeling with physical expression - Use of "emojis" to identify emotions 	<ul style="list-style-type: none"> • Zones of Regulation https://www.zonesofregulation.com/index.html • Song- Zones of Regulations- YouTube https://www.youtube.com/watch?v=wlRVkiZXicM • <i>The Way I Feel</i> by Janan Cain • A Little SPOT of Feelings Educator's Guide- https://www.amazon.com/Little-Feelings-Emotions-Educators-Guide/dp/195128755X

<p>Grade 4- Impact of Feelings 2.1.5.EH.1 and 2.1.5.EH.4</p> <p>Feelings, Emotions, Risk Factor, Protective Factors, Support System, Mental Health vs. Emotional Health (Define),</p>	<p>Grade 4 Students will be able to:</p> <ul style="list-style-type: none"> - Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors - 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. - Understand that their mental health is related to how they are feeling, it does not have negative connotations - 	<ul style="list-style-type: none"> - Role Play Scenarios - Risk vs. Protective Factors - List individuals in school and community that they can seek assistance from. - Breathing/Calmng Techniques 	<ul style="list-style-type: none"> - Journal entries - Exit slips - Formative assessment via google forms 	<ul style="list-style-type: none"> • • www.kidshealth.org • <i>My Feelings Are a Hurricane</i> by Annabelle Wallick
<p>Grade 5- Coping Practices 2.1.5.EH.3 and 2.1.5.EH.2</p> <p>Death, Dying, Grief, Divorce, Separation, Rejection, coping strategies, reframing, journaling, reflection, mindfulness</p>	<p>Grade 5 Students will be able to:</p> <ul style="list-style-type: none"> - Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others - Students will identify how to cope with the daily stress of their lives 	<ul style="list-style-type: none"> - Supply students with a list of scenarios involving loss/rejection, have small groups brainstorm healthy ways of coping. - Conduct a reader's theater activity to act out learned coping mechanisms - Co-create a variety of coping strategies with students through whole and small group discussion 	<ul style="list-style-type: none"> - Class discussion - Response to scenarios (presentation, discussion, or written) - Journal entries 	<ul style="list-style-type: none"> • www.kidshealth.org https://www.scholastic.com/snp/childrenandgrief-9.htm coping with grief https://www.scarymommy.com/grief-activities-for-kids Grief activities • <i>Taste Your Words</i> by Bonnie Clark
<p>Interdisciplinary Connections</p>		<p>ELA Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps,</p>		

	<p>photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Grade 4-</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>Grade 5-</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>			
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>			
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<p>Scaffolding</p> <p>Word walls</p> <p>Sentence/paragraph frames</p> <p>Bilingual dictionaries/translation</p> <p>Think alouds</p> <p>Read alouds</p>	<p>Word walls</p> <p>Visual aides</p> <p>Graphic organizers</p> <p>Multimedia</p> <p>Leveled readers</p> <p>Assistive technology</p> <p>Notes/summaries</p>	<p>Teacher tutoring</p> <p>Peer tutoring</p> <p>Study guides</p> <p>Graphic organizers</p> <p>Extended time</p> <p>Parent communication</p> <p>Modified assignments</p>	<p>Curriculum compacting</p> <p>Challenge assignments</p> <p>Enrichment activities</p> <p>Tiered activities</p> <p>Independent research/inquiry</p> <p>Collaborative teamwork</p> <p>Higher level questioning</p>	<p>Word walls</p> <p>Visual aides</p> <p>Graphic organizers</p> <p>Multimedia</p> <p>Leveled readers</p> <p>Assistive technology</p> <p>Notes/summaries</p>

Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Extended time Answer masking Answer eliminator Highlighter Color contrast	Counseling	Critical/Analytical thinking tasks Self-directed activities	Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
--	---	------------	---	---

CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Social and Sexual Health

Timeframe	3-4 weeks
Core Ideas	Performance Expectation Standards
All individuals should feel welcome and included regardless of their gender, gender	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).
Family members impact the development of their children physically, socially and emotionally.	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.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	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

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3- 2.1.5.SSH.1, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.6 , 2.1.5.SSH.7 Respect, dignity, family, relationship, teasing, people first language, Types of Families (Nuclear, Single Parent, Same Sex Parents, Adoption, Extended Families, Blended Families), respect, trust, equality, honesty, communication	Grade 3 Students will be able to: - Describe gender-role stereotypes and their potential impact on self and others. - Demonstrate ways to promote dignity and respect for all people (e.g. differing ability, family configuration). - Describe how families can share common values, offer emotional support, and set	<ul style="list-style-type: none"> ● Discuss the impacts of stereotypes ● Teachers will lead discussions on how to treat others with respect and dignity while avoiding pity, explain person-first vocabulary, and provide examples of different family configurations. Students can practice person-first 	<ul style="list-style-type: none"> - Class discussion - Formal- Label types of families - Exit tickets - Role-play activities 	<ul style="list-style-type: none"> ● <i>My Family, Your Family, Our Family</i> by Emma Carlson Berne ● <i>Awesomely Emma: A Charley and Emma Story</i> by Amy Webb ● Different Kinds of Families- YouTube Amaze.org https://www.youtube.com/watch?v=hpCyyNqzIE&t=90s ● Healthy vs Unhealthy Relationships:

	<p>boundaries and limits.</p> <ul style="list-style-type: none"> - Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. - Define teasing provide examples of inappropriate behaviors that are harmful to others 	<p>statements.</p> <ul style="list-style-type: none"> • Read-Aloud of <u>The Family Book</u> by Todd Parr to discuss different family configurations, define a family as people who love and care about each other • Students will act out “I’m Just Kidding” scenarios to discuss the impacts of teasing • The teacher will provide examples of healthy and unhealthy relationships for the class to discuss as whole and small group 		<p>https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships/</p> <ul style="list-style-type: none"> • What are the family types? YouTube: https://www.youtube.com/watch?v=ajLqOJrRLqI • Pink is for Boys https://www.goodreads.com/en/book/show/35738079-pink-is-for-boys • https://www.publisherweekly.com/978-0-689-83566-7 The Sissy Duckling
<p>Grade 4 2.1.5.SSH.3, 2.1.5.SSH.5, 2.1.5.SSH.7</p> <p>Race, Ethnicity, Socio-Economic, Immigration/Immigrant, Positive/Negative Communication, Respect, Honesty, Kindness, Citizenship, Bullying, Intimidation, Cyberbullying, Active Listening Skills</p>	<p>Grade 4 Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, immigration status). - Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. - Define bullying and provide examples of inappropriate behaviors that are harmful to others 	<ul style="list-style-type: none"> - Compare/contrast socio-economic status, immigration, race, ethnicity) - Identify active listening skills - Demonstrate positive/negative communication. - Read <i>The Sneetches</i> by Dr. Suess with a teacher led discussion of racism and inclusion 	<ul style="list-style-type: none"> - Class discussion - Create a respect poster - Formal Assessment (Forms) 	<ul style="list-style-type: none"> - Active Listening: How to Communicate Effectively- Amaze.org https://www.youtube.com/watch?v=BW82k7lwl_U&t=1s - People Skills: Listening YouTube https://www.youtube.com/watch?v=UwWV2gflilk - How to build communication skills- https://www.youtube.com/watch?v=sEzTXTRo9L4

<p>Grade 5 2.1.5.SSH.2, 2.1.5.SSH.3, 2.1.5.SSH.7</p> <p>Sexual Orientation, Gender Identify and Expression, Harassment, transgender, gay, lesbian, queer, bisexual, heterosexual, cisgender, non-binary, gender fluid, agender</p>	<p>-</p> <p>Grade 5 Students will be able to:</p> <ul style="list-style-type: none"> - Differentiate between sexual orientation and gender identity. - Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, and family configuration). - Define harassment and provide examples of inappropriate behaviors that are harmful to others - 	<ul style="list-style-type: none"> - Teacher led discussion of the meaning of “Sexual Orientation” and “Gender Identity” and how they are different concepts - Discuss the term “transgender” and what that entails. - Role play ways to show respect to those whose orientation is notheteronormative, or those who are gender non-conforming. 	<ul style="list-style-type: none"> - Informal Q & A to assess understanding - Journal writing - Exit slip 	<p>-</p> <ul style="list-style-type: none"> - https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-Gender-Snowperson.pdf?mtime=20210509204029&focal=none - Genderbread person https://www.genderbread.org/ <p>Gender Snowperson</p> <p>https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-Born-Ready.pdf Born Ready: A Boy named Penelope</p>
<p>Interdisciplinary Connections</p>	<p>ELA</p> <p>Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 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.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the</p>			

	ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions			
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Community Health Services and Support

Timeframe	3-4 weeks
Core Ideas	Performance Expectation Standards
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	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.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p>Grade 3 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3</p> <p>Local/Community Helpers and Organizations</p> <ul style="list-style-type: none"> Local Health Department Local Police Department Local Fire Department Local Ambulance Corps Local Hospitals Local Food Banks School counselors Local Office of Emergency Management 	<p>Grade 3</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify local 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). Describe how Local business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including 	<ul style="list-style-type: none"> With teacher prompting, students will brainstorm what would constitute a “health emergency “ in their community . List the types of services that are available in their community to help citizens. List the types of first responders in the community (fire, police, EMS, medical personnel) List what steps individuals in a community can take to aid themselves 	<ul style="list-style-type: none"> Create a map of the community and label locations of emergency services Class discussions Informal: Q & A 	<p>https://www.state.nj.us/health/lh/community/</p> <p>https://www.naccho.org/membership/lhd-directory</p> <p><i>*local departments and organizations within your district’s town</i></p>

	<p>climate change.</p> <ul style="list-style-type: none"> Describe strategies that are useful for individuals who are feeling sadness, anger and other emotions. 	<p>and their neighbors in an emergency</p> <ul style="list-style-type: none"> Discuss what types of emotions can be felt by individuals during a community wide emergency. Discuss what steps an individual can take to deal with these emotions and how the community as a whole can help citizens. 		
<p>Grade 4 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3</p> <p>State Organizations</p> <ul style="list-style-type: none"> NJ Department of Health County Police NJ State Troopers NJ DEP Food Assistance Disaster Distress Helpline State office of Emergency Management 	<p>Grade 4 Students will be able to:</p> <ul style="list-style-type: none"> Identify state/national 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). Describe how State and National business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. Describe strategies that are useful for individuals who are 	<ul style="list-style-type: none"> Identify how to plan and prepare for emergencies. List types of services that are available in the state to help citizens. Emergency Preparedness Project- Pick a natural disaster and list services available and how those services help citizens of the state. 	<ul style="list-style-type: none"> Group Projects (Google Slides) Class discussion 	<ul style="list-style-type: none"> NJ OEM https://nj.gov/njoem/plan-prepare/index.shtml

<p>Grade 5 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3</p> <p>National and International Organizations</p> <ul style="list-style-type: none"> ● FEMA ● Red Cross ● United Nations ● NATO ● International Panel on Climate Change (IPCC) ● United Nations Environment Programme (UNEP) ● World Meteorological Organization (WMO) 	<p>feeling anxiety.</p> <p>Grade 5 Students will be able to:</p> <ul style="list-style-type: none"> - Identify national/international 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). - Describe how national and international business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. - Describe strategies that are useful for individuals who are feeling stress. 	<ul style="list-style-type: none"> - Teacher will present various national/international disasters, i.e. hurricanes, earthquakes, pandemics, and explore the organizations that can provide health services and supports (Example, The Red Cross, Unicef, etc.) - With teacher guidance, students will explore national/international organizations to determine the ways in which they can work to address global health issues due to climate change 	<ul style="list-style-type: none"> - Research project on a national/international organization(s) - Create Google Slides on national/international organization 	<ul style="list-style-type: none"> - FEMA- https://www.fema.gov/ - American Red Cross https://www.redcross.org/ - United Nations https://www.un.org/en/ - NATO https://www.nato.int/ - Intergovernmental Climate Change https://www.ipcc.ch/ - UN Environmental Program https://www.unep.org/ - WMO- https://public.wmo.int/en - International Red Cross: https://www.icrc.org/en
<p>Interdisciplinary Connections</p>		<p>ELA</p> <p>Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in</p>		

	<p>groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Science 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans</p>			
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>			
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CHPE: HEALTH

Grades 3-5

2.2 Physical Wellness

DISCIPLINARY CONCEPT: Nutrition

Timeframe

4-5 weeks

Core Ideas

Performance Expectation Standards

Core Idea: 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.

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3 2.2.5.N.1 Food Groups, Fruit, Vegetables, Grains, Dairy, Protein, Exercise, Active, Sedentary	Students will be able to: <ul style="list-style-type: none"> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. Explain how each of the food groups are grown/harvested. 	<ul style="list-style-type: none"> Identify how each of the food groups contribute to providing energy, lowers risk of disease and helps the body systems to function. Explain how a healthy diet and exercise contribute to maintaining a healthy weight. Have students research and share their favorite exercise/workout and explain how it helps them physically and emotionally. 	<ul style="list-style-type: none"> Google Slides presentation. Group Discussion Pair and share 	<ul style="list-style-type: none"> Healthy Habits for Healthy Kids- https://www.amazon.com/Healthy-Habits-Kids-Grade-3-4/dp/1420639897/ref=sr_1?crd=29D3PEVN UH03A&keywords=healthy+habits+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-1 Food Groups and Nutrition- https://www.youtube.com/watch?v=Z51bWG17m-Q
Grade 4 2.2.5.N.1, 2.2.5.N.2:	Students will be able to: <ul style="list-style-type: none"> Explain how healthy eating provides energy, helps to 	<ul style="list-style-type: none"> Differentiate the different vitamins/minerals in 	<ul style="list-style-type: none"> Create posters of healthy meals following the MyPlate 	<ul style="list-style-type: none"> Healthy Habits for Healthy Kids- https://www.amazon.com/Healthy-Habits-Kids-Grade-3-4/dp/1420639897/ref=sr_1?crd=29D3PEVN UH03A&keywords=healthy+habits+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-1

<p>MyPlate, Vitamins, Minerals, Calories, Protein, Fat, Carbohydrates, Sugar, Sodium, Cholesterol, Menu, Serving/Portion, High Blood Pressure, Heart Disease, GI Diseases</p>	<p>maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <ul style="list-style-type: none"> ● Create a healthy meal based on nutritional content, value, calories, and cost. 	<p>each of the food groups and relate how they can help to keep body systems functioning effectively.</p> <ul style="list-style-type: none"> ● Research diseases/conditions that can occur if eating patterns are unhealthy. ● Create a healthy meal based on MyPlate recommendations. Calculate calories, identify minerals/vitamins in meal and cost to prepare the meal. 	<p>recommendations.</p> <ul style="list-style-type: none"> ● Group Discussion ● Google Forms (Formal) 	<p>com/Healthy-Habits-Kids-Grade-3-4/dp/1420639897/ref=sr_1_1?crd=29D3PEVNUH03A&keywords=healthy+habits+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-1</p> <ul style="list-style-type: none"> ● www.myplate.gov ● www.kidshealth.org ● How to create a healthy plate- https://www.youtube.com/watch?v=Gmh_xMMJ2Pw&t=106s ●
<p>Grade 5 2.2.5.N.1, 2.2.5.N.3</p> <p>Exercise, Calorie intake, Caloric Expenditure, Goal setting, SMART Goals Culture, FITT Principle</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. 	<ul style="list-style-type: none"> ● Identify and create a chart of different types of exercise and calculate calorie burned (FITT Principle). ● Create a nutritional health goal. (Explain the need for the goal, expected outcome and how culture influences the goal). 	<ul style="list-style-type: none"> ● Utilize Google Slides/Canva to create nutritional Goal. ● Flipgrid ● Group Discussion 	<ul style="list-style-type: none"> ● Healthy Habits for Healthy Kids-https://www.amazon.com/Healthy-Habits-Kids-Grade-5-up/dp/1420639900/ref=sr_1_6?crd=29D3PEVNUH03A&keywords=healthy+habits+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-6 ● www.myplate.gov ● www.kidshealth.org ● Developing personal health goals- https://www.youtube.com/watch?v=Gmh_xMMJ2Pw&t=106s

				com/watch?v=9_tHWEZlgrE <ul style="list-style-type: none"> • SMART Goals- https://www.youtube.com/watch?v=1-SvuFIQjK8 •
Interdisciplinary Connections		<p>ELA Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 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.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.ww</p>		
Career Readiness, Life Literacies and Key Skills		<p>9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>		
Computer Science and Design Thinking		<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>		
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual	Word walls Visual aides Graphic organizers Multimedia Leveled readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry	Word walls Visual aides Graphic organizers Multimedia Leveled readers

dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
---	--	--	--	--

CHPE: HEALTH

Grades 3-5

2.3 Safety

DISCIPLINARY CONCEPT: Personal Safety

Timeframe	3-4 weeks
Core Ideas	Performance Expectation Standards
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	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.
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
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.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3 2.3.5.PS.1, 2.3.5.PS.3, 2.3.5.PS.6 Safety, drowning, burns, poisoning, fire safety, smoke alarms, carbon monoxide, exit plans, 9-11, speeding, abuse, teasing, self-talk, ignoring, "I" language, reframing, safe touch, unsafe touch	Grade 3 Students will be able to: <ul style="list-style-type: none"> - Develop strategies to reduce the risk of injuries at home, school, and in the community. - Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. - Identify strategies a person could use to call attention to or leave an uncomfortable or 	<ul style="list-style-type: none"> - Develop a fire safety plan for home. - Safety rules of the road (Car, Bus, Bicycle) - Discuss the steps you should take when riding in a vehicle - Teacher led discussion to name trusted adults to go to when you feel you are in a dangerous or uncomfortable situation 	<ul style="list-style-type: none"> - Create posters for traffic safety and post around school - Formal (Google Forms)- Identify common traffic signs. - Create a fire safety poster for fire prevention month. 	<ul style="list-style-type: none"> ● Traffic safety: https://www.youtube.com/watch?v=_NeE_F1fwT4k ● Fire Safety, Personal Safety and Injury Prevention https://www.youtube.com/watch?v=7iTJf5MpbKw ● Staying safe in the car and on a bus: https://kidshealth.org/en/kids/car-safety.html ● Protect yourself rules

	<p>dangerous situation, including teasing and sexual abuse.</p> <p>-</p>			<p>https://www.youtube.com/watch?v=7iTJf5MpbKw</p> <ul style="list-style-type: none"> • How to say no and go tell parents: https://www.youtube.com/watch?v=MOwWCZTU9Xg
<p>Grade 4 2.3.5.PS.2, 2.3.5.PS.4, 2.3.5.PS.6</p> <p>Choking, Bleeding, Burns, Poisoning, Stroke, Digital Citizenship (Internet Safety), Abuse, physical abuse, emotional abuse, bullying, Refusal skills</p>	<p>Grade 4 Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). - Develop strategies to safely communicate through digital media with respect. - Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, and sexual abuse. 	<ul style="list-style-type: none"> - Discuss signs to look for to identify when a person is choking - Discuss safety online and good digital citizenship - Role play scenarios of different emergency situations and discuss the proper steps to take - Identify pros and cons of social media/digital usage. 	<ul style="list-style-type: none"> - Group Project: Create a “First Aid” Booklet detailing common safety issues and how to deal with them - Can also be done as a “Google Slide” presentation. - Create a digital safety poster/Tips on how to be a good Digital Citizen 	<ul style="list-style-type: none"> - First Aid Basics: https://www.youtube.com/watch?v=SKxQr49LV0Y - First Aid Quick Guide: https://simplefamilypreparedness.com/wp-content/uploads/2014/10/First-Aid-Quick-Guide.pdf • Being a Good Digital Citizen https://www.youtube.com/watch?v=ju9aOc2MLyo • Super Digital Citizen https://www.youtube.com/watch?v=LLuQyL2URwY • How to say no and go tell parents: https://www.youtube.com/watch?v=MOwWCZTU9Xg
<p>Grade 5 2.3.5.PS.5, 2.3.5.PS.6</p> <p>Relationship Violence,</p>	<p>Grade 5 Students will be able to:</p> <ul style="list-style-type: none"> - Identify strategies a person could use to call 	<ul style="list-style-type: none"> • Brainstorm what an individual could look for to determine if they were in a social 	<ul style="list-style-type: none"> - Create a poster/slide on warning signs of violence. - Class discussions on 	<ul style="list-style-type: none"> - www.amaze.org - kidpower.org - Safe vs Unsafe Touching:

Harassment, Assault, Abuse, sexual abuse, neglect, trusted adult, safe, unsafe, consent	attention to or leave an uncomfortable or dangerous situation, including teen dating violence, sexual harassment, sexual assault, and sexual abuse.	situation that became uncomfortable or dangerous. •	how to seek help from violent situations.	https://www.youtube.com/watch?v=zNTUMNKSNwk
Interdisciplinary Connections		<p>ELAGrade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 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.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>		
Career Readiness, Life Literacies and Key Skills		<p>9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>		
Computer Science and Design Thinking		8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.		
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation	Word walls Visual aides Graphic organizers Multimedia Leveled readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry	Word walls Visual aides Graphic organizers Multimedia Leveled readers

Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
---	--	--	---	--

CHPE: HEALTH

Grades 3-5

2.3 Safety

DISCIPLINARY CONCEPT: Health Conditions, Diseases and Medicines

Timeframe	2-3 weeks
Core Ideas	Performance Expectation Standards
There are actions that individuals can take to help prevent diseases and stay healthy.	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 infectious 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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3- 2.3.5.HCDM.1, 2.3.5.HCDM.2 Respiratory <ul style="list-style-type: none"> • Asthma • pneumonia Digestive <ul style="list-style-type: none"> • IBS, Food Intolerance/Allergies Immune System <ul style="list-style-type: none"> • Flu, Colds, Chickenpox, Lyme Disease, Cancer, Strep Throat 	Grade 3 Students will be able to: <ul style="list-style-type: none"> - Identify conditions that may keep the human body from working properly, and the ways in which the body responds (Respiratory, Digestive, Immune) - Describe how to prevent the spread of communicable and infectious diseases and conditions 	<ul style="list-style-type: none"> • Discuss diseases that impact the respiratory, digestive, and immune system along with side effects and impact on daily life • Discuss safety steps to take with allergies and what to do in an emergency situation • Students can create list of healthy habits to follow in school and at home 	<ul style="list-style-type: none"> - Google slide creation - Flip grid presentation - Class discussions 	<ul style="list-style-type: none"> • Healthy Habits: https://www.sfcddp.org/communicable-disease/healthy-habits/#1511206262300-f4204a92-9a95 • Food allergies: https://www.youtube.com/watch?v=LoVLWxHt5RQ • Asthma Movie- Kidshealth.org https://kidshealth.org/en/kids/asthma-movie.html#catmovies • Getting a strep test- Kidshealth https://kidshealth.org/en/kids/video-strep.html#catmovies • Getting an Upper GI- Kidshealth-

				https://kidshealth.org/en/kids/video-uppergi.html <ul style="list-style-type: none"> Discovery Education Respiratory diseases: https://www.verywellhealth.com/respiratory-diseases-5206842
<p>Grade 4-2.3.5.HCDM.1, 2.3.5.HCDM.2</p> <p>Circulatory</p> <ul style="list-style-type: none"> Sickle Cell, Heart Arrhythmia, High Blood Pressure, High Cholesterol, Blood clots, Diabetes <p>Skeletal</p> <ul style="list-style-type: none"> Broken Bones, Osteoporosis, rheumatoid arthritis, Rickets, Bone Cancer <p>Muscular</p> <ul style="list-style-type: none"> Arthritis, Duchenne muscular dystrophy, Fibromyalgia <p>Mental Health</p> <ul style="list-style-type: none"> Depression, anxiety, stress, phobias, fears, worries, behaviors, physical feelings, thoughts, 	<p>Grade 4</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify conditions that may keep the human body from working properly, and the ways in which the body responds (Circulatory, Skeletal and Muscular) Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). Examine how mental health can impact one's wellness 	<ul style="list-style-type: none"> Discuss diseases that impact the Circulatory, Skeletal and Muscular system and its impact on daily life. Students will create a chart detailing the differences between "external" and "internal " stress, including examples of each type. They will also describe physical manifestations of stress on the body. 	<ul style="list-style-type: none"> Google slide creation Flip grid presentation Google Forms (Formal) Assessment 	<ul style="list-style-type: none"> Diabetes Movie- Kidshealth.org https://kidshealth.org/en/kids/diabetes-movie.html#catmovies Exercise and mental health: https://www.youtube.com/watch?v=CRuKrB_ItH8 Discovery Education Stress management video: https://www.youtube.com/watch?v=3Nf2Pzcketg
<p>Grade 5-2.3.5.HCDM.1, 2.3.5.HCDM.2</p> <p>Endocrine</p> <ul style="list-style-type: none"> Graves Disease, Hashimoto Disease, Cushings Disease, 	<p>Grade 5</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify conditions that may keep the human body from working properly, and the ways 	<ul style="list-style-type: none"> Discuss characteristics of diseases that involve the endocrine and nervous systems: what are symptoms 	<ul style="list-style-type: none"> Google Form (Formal) Assessment Google slide creation Flip grid 	<ul style="list-style-type: none"> www.Kidshealth.org BrainiPop Discovery Education

<p>Hyperthyroidism, Hypothyroidism</p> <p>Nervous</p> <ul style="list-style-type: none"> Alzheimer's, Bell's palsy, cerebral palsy, epilepsy, multiple sclerosis, Parkinson's disease 	<p>in which the body responds (Endocrine and Nervous)</p>	<p>and treatments? How do these diseases impact daily life?</p>	<p>presentation</p>	
<p>Interdisciplinary Connections</p>		<p>ELA Grade 3- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 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.</p> <p>Grade 5- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Science- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.</p>		
<p>Career Readiness, Life Literacies and Key Skills</p>		<p>9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>		
<p>Computer Science and Design Thinking</p>		<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>		

CHPE: HEALTH

Grades 3-5

2.3 Safety

**DISCIPLINARY CONCEPT: Alcohol, Tobacco and other Drugs
DISCIPLINARY CONCEPT: Dependency, Substances Disorder, and Treatment**

Timeframe	2-3 weeks
Core Ideas	Performance Expectation Standards
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	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.
Core Idea: Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	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.
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	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.
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.	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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Grade 3- Drugs 2.3.5.DSDT.1, 2.3.5.DSDT.3 How to Say NO, Legal Drugs, Illegal Drugs Drug Use, Misuse and Abuse, Prescription Drugs, OTC Drugs	Students will be able to: <ul style="list-style-type: none"> - Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. - Legal vs. Illegal Drugs Demonstrate effective refusal skills 	<ul style="list-style-type: none"> - Students will be able to describe proper use of drugs - Students will create a list of common legal drugs vs illegal drugs - Students will act our scenarios to practice saying no to peer pressure - Identify sections of a 	<ul style="list-style-type: none"> - Presentations about the dangers of drugs and how to say no - Class Discussions - Exit Tickets

		<p>prescription label.</p> <ul style="list-style-type: none"> - Class discussion on difference between OTC and Rx labels 	
<p>Grade 4- Tobacco & Vaping 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.2, 2.3.5.DSDT.3, 2.3.5.DSDT.4., 2.3.5.DSDT.5</p> <p>Vaping, E cigarettes, Inhalants, Cannabis, Refusal Skills, Abuse, Misuse, Tolerance, Nicotine, Tar, Carbon Monoxide, THC, Stimulant/Depressant</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify products that contain tobacco, and drugs and explain potential unhealthy effects - Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol and non-prescribed cannabis products. - Identify signs and evaluate evidence that a person might have a tobacco, and/or drug use problem. - Demonstrate effective refusal skills of e-cigarettes, vaping products, cannabis products, and other substances that can negatively impact health. - Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. - Identify the various types of resources that are available in the community and online to assist individuals who struggle with tobacco, and drug use/abuse - Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. 	<ul style="list-style-type: none"> - Teacher will lead a discussion of tobacco products and explain the impacts on one's body - Discuss differences between vaping, tobacco, inhalants and cannabis products. - Practice refusal skills for tobacco/vaping in role play scenarios - Create a tobacco free poster - Identify resources to help with tobacco/vape/cannabis addiction 	<ul style="list-style-type: none"> - Students will create posters to show the harms of tobacco products - Create a Venn Diagram comparing contrasting tobacco and vaping - Google Form (Formal) Assessment - Google slide presentation - Flip grid presentation
<p>Grade 5- Alcohol 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.2, 2.3.5.DSDT.3, 2.3.5.DSDT.4., 2.3.5.DSDT.5</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify products that contain alcohol, and drugs and explain potential unhealthy effects - Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. 	<ul style="list-style-type: none"> - Teacher led discussion of alcohol products and its effect on the human body (mental and physical). - Practice refusal skills for alcohol in role play scenarios - Practice motor skills when 	<ul style="list-style-type: none"> - Google Form (Formal) Assessment - Google slide presentation - Flip grid presentation

<p>Depressant, Alcohol, Beer, Wine, Hard Alcohol, BAC, Blackout, Alcohol Poisoning, Unconscious, Hallucinogens, Binge Drinking, Narcotics, AA, Al-Anon, Alateen</p>	<ul style="list-style-type: none"> - Identify signs and evaluate evidence that a person might have an alcohol and/or drug use problem. - Demonstrate effective refusal skills of alcohol, opioids, and other substances that can negatively impact health. - Identify/Classify drugs based on chemical and body reaction. - Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. - Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol and drug use/abuse - Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. 	<p>impaired using vision impairment goggles.</p> <ul style="list-style-type: none"> - Create an alcohol/drug free poster - Identify resources to help with alcohol addiction. 	
<p>Resources/Materials</p>	<p>Grade 3: Drugs</p> <ul style="list-style-type: none"> - Drug Use vs Misuse vs Abuse - Medicine vs Drugs: https://www.youtube.com/watch?v=Uq8-PSEcgNE - Say No to Drugs: https://www.youtube.com/watch?v=FN78E_iaITE - Using and keeping medicine safe: https://www.youtube.com/watch?v=UHvPSwIX4aQ <p>Grade 4: Tobacco & Vaping</p> <ul style="list-style-type: none"> - Smoking and its effects: https://www.youtube.com/watch?v=IW6hwmdZbmE - https://www.drugfreeworld.org/getinvolved.html - https://www.state.nj.us/education/students/safety/behavior/atd/ - www.kidshealth.org - https://drugpolicy.org/issues/real-drug-education - E-Cigarettes - Recognizing addiction: https://kidshealth.org/en/teens/addictions.html - Substance abuse resources <p>Grade 5: Alcohol</p> <ul style="list-style-type: none"> - Vision impairment goggles 		

	<ul style="list-style-type: none"> - https://www.drugfreeworld.org/getinvolved.html - https://www.state.nj.us/education/students/safety/behavior/atd/ - www.kidshealth.org - https://drugpolicy.org/issues/real-drug-education
Interdisciplinary Connections	<p>ELA</p> <p>Grade 3 RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Grade 4 RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 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.</p> <p>Grade 5 RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p>
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking	Extended time

Annotation guides Think-pair- share Visual aides Modeling Cognates	Answer masking Answer eliminator Highlighter Color contrast		tasks Self-directed activities	Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
--	--	--	-----------------------------------	--