ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Sharon Elementary School HPE Department

4th Grade Health & Physical Education

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Course Philosophy

        The Comprehensive Health and Physical Education Program of the Robbinsville Public Schools will foster the development of healthy attitudes and behaviors as well as promote a variety of physical activities designed to enhance life-long fitness. Our mission is to help our students grow and achieve a healthy balanced lifestyle; physically, mentally, emotionally, culturally, and vocationally. We also strive for our students to learn important life skills, such as; decision making, achieving a positive mindset, changing negative health behaviors, and understanding how our bodies grow and function.

        In accordance with the New Jersey Core Curriculum Content Standards and the New Jersey Comprehensive Health Education and Physical Education Framework, our program will: encompass health services, create a healthful environment and incorporate diverse health and physical education programs for students throughout the school year. We believe in the development of the concepts of wellness, cooperation, and teamwork in order to provide students with the knowledge and skills needed to promote lifelong health and wellness. Our program will focus on the needs of our students to provide them with the tools, knowledge, and skills to meet the challenges and demands of life.

Course Description

The 4th grade Health and Physical Education course provides the students with the information provided by the NJCCCS. Students have the opportunity to become healthy individuals by improving knowledge and skills within the curriculum and being engaged through active learning. Students will engage in a variety of learning through personal growth development, nutrition, safety, social and mental-emotional health, character development, and alcohol and drugs. Students will engage in a variety of sports, games, and leisure activities to instill lifelong fitness goals.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
- Newsela - Everfi Digital Health & Wellness	- KidsHealth in the Classroom - CDC Bam! Mind and Body - Shape America - Mayo Clinic - Digital Materials & Resources

Unit Title	Unit Understandings and Goals	Pacing	Assessments
Personal Growth and Development (PGD)	Staying healthy is a lifelong process that includes all dimensions of wellness. Our actions impact the development of our health. Developing and maintaining wellness requires ongoing evaluation of genetics, family history, and factors impacting health and modifying lifestyle behaviors accordingly.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Pregnancy and Parenting (PP)	Pregnancy and parenting are stages of life that can affect one's wellness. It can change someone's emotional, physical, financial, and social well-being.	1 week	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Emotional Health (EH)	Emotional Health is being able to understand and cope with how you are feeling. Understanding that feelings change and evolve over time. Our emotional state helps us make the right choices that will lead us to achieve positive outcomes, develop strategies and respond in a helpful manner.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Social and Sexual Health (SSH)	Social and Sexual Health is one's ability to communicate and interact in our daily relationships. We will learn how to accept and respect people for their individual traits. We want to make others feel supported and experience a sense of belonging.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Community Health Services and Support (CHSS)	Community Health Services and Support is designed to provide informational resources to help one have a positive impact in their community. It includes the ability to communicate health needs to trusted adults and professionals. This unit will also assist in the prevention, early detection, and treatment of health problems.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Movement Skills and Concepts (MSC)	Movement Skills and Concepts include learning and demonstrating a variety of skills. They will understand how the body moves and matures over time. This will include locomotor, non-locomotor, manipulative skills, and spatial awareness.	FY	Formative: Active Participation, Group games, Individual skill self-assessment Summative: Teacher observation, Discussion with partners/teacher Common Benchmark Assessments (mid/end of course) N/A Alternative Assessments (projects, etc when appropriate) Interactive Games and/or appropriate equipment

Physical Fitness (PF)	Physical Fitness includes the ability to move and perform physical challenges and daily tasks without losing energy reserves. This also encompasses the fitness component to help better one's personal and physical health.	FY	Formative: Active Participation, Group games, Individual skill self-assessment Summative: Teacher observation, Discussion with partners/teacher Common Benchmark Assessments (mid/end of course) N/A Alternative Assessments (projects, etc when appropriate) Interactive Games and/or appropriate equipment
Lifelong Fitness (LF)	Lifelong Fitness is about implementing fitness into our everyday lives. This will be about creating fitness habits that will benefit one's overall wellness. Lifelong fitness will help one explore a variety of activities in hopes of want to continue exercising and stay healthy.	FY	Formative: Active Participation, Group games, Individual skill self-assessment Summative: Teacher observation, Discussion with partners/teacher Common Benchmark Assessments (mid/end of course) N/A Alternative Assessments (projects, etc when appropriate) Interactive Games and/or appropriate equipment
Nutrition (N)	Nutrition is the choices one makes to support the dietary needs of the body. One will understand and develop good eating habits and choose healthy foods to support the body better to achieve wellness.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Personal Safety (PS)	Personal Safety is about being aware of our surroundings and when to ask for help. Learning about our environment, potential hazards, and how to use strategies that can help lead us to healthy choices.	2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Health Conditions, Diseases and Medicines (HCDM)	Health Conditions, Diseases and Medicine will include what we need to survive and help prevent diseases from staying healthy. One will learn about proper hygiene and communicable diseases.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Alcohol, Tobacco and other Drugs (ATD)	Alcohol, Tobacco and other Drugs includes learning what is unsafe and how it can harm one's health. The use of ATD can have an impact on not only your health but your family and impact those close to you.	1-2 weeks	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions
Dependency Substance Disorders and Treatment (DSDT)	Dependency, Substance Disorders, and Treatment will focus on recognizing when one may have a problem with ATD, the effects of using ATD and how it impacts those around you.	1 week	Formative: Ask students to summarize/Participation, Hand signals (to check for understanding), Response cards, Think-pair-share, One question quiz, 3-2-1 Summative: Self-assessment, Rubric, Teacher observation, Partner/independent projects Common Benchmark Assessments (mid/end of course): N/A Alternative Assessments (projects, etc when appropriate), Interactive Games, Discussions

Robbinsville Public Schools
Personal Growth and Development

Enduring Understandings:	Essential Questions:
● Health is influenced by the interaction of body systems. ● Puberty is a time of physical, social, and emotional changes.	● What is puberty? ● How can I be ready for puberty? ● Who can I go to for help about my body changing?

Interdisciplinary Connections
RI.5.1 & RL.7.1 -Language Arts Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and inferences drawn from the text. 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 aspects of a topic.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.PGD.2 2.1.5.PGD.5	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. Identify trusted adults, including family members, caregivers, school staff, and health care professionals, with whom students can talk about relationships and ask questions about puberty and adolescent health.	Identify behaviors and habits that keep oneself healthy and strong. Identify the beginning stages of puberty. Discuss how puberty can look or progress differently for everyone. Identify where in the school students can go for help to talk about their feelings about relationships and emotions. Discuss what trusted adults students can talk to outside of the classroom and in the community. Create a list of trusted adults.	Tactical Questioning Read Alouds Classroom Discussion Cooperative Learning Activities Visuals	Guidance Counselors School nurse Kid's Health	Hand signals to check for understanding Response cards Think-pair-share One question quiz 3-2-1

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Pregnancy and Parenting

Enduring Understandings:	Essential Questions:
● Reproduction is essential to the continued existence of every type of organism. ● Organisms have diverse life cycles.	● How can you define reproduction between all forms of life? ● What are the phases of fertilization? ● How do organisms grow and change?

Interdisciplinary Connections
W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content. MS-LS1-3 - Science Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.PP.1	Explain the relationship between sexual intercourse and human reproduction. **2.1.5.PP.1- This standard is an at-home learning standard only.**	Define a generalized idea of conception and fertilization. Discuss the life cycle of animals/insects.	Tactical Questioning Inquiry-based instruction Specific feedback Teacher Demonstration Read Alouds Classroom Discussion Cooperative learning activities Visuals	School Nurse Kid's Health	Hand signals to check for understanding Response cards Think-pair-share One question quiz 3-2-1

Emotional Health

Enduring Understandings:	Essential Questions:
● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. ● Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	● How can we manage everyday challenges? ● Who can we go to to help with our challenges? ● What is resiliency?

Interdisciplinary Connections

W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 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.	Identify healthy feelings and emotions and how that can lead to overall wellness. Identify appropriate ways to express feelings of sadness, fear, anxiety, and helplessness. Determine what you can do to keep one feeling happy and feeling happy. Identify both in the school and outside of school where students can go when they feel they need help.	Role-playing: Use feeling cards to role-play how to handle the feeling on each card. Specific feedback Teacher Demonstration Explore methods of coping with stress such as breathing techniques, yoga, etc. Read Alouds Classroom Discussion Mindfulness minute	Guidance counselor [Center for Disease Control](#)	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

Social and Sexual Health

Enduring Understandings:	Essential Questions:
● All individuals should be welcomed and included regardless of their gender, gender expression, or sexual orientation. ● Family members impact the development of their children physically, socially, and emotionally. ● People in healthy relationships share thoughts and feelings, as well as mutual respect.	● What is a gender-role stereotype? ● How can we feel comfortable expressing who we are? ● Why is it important to show others respect and acceptance?

Interdisciplinary Connections
W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.   6.2.2 D. Social Studies Discussing family values and how they shape the person they can become.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.SSH.1 2.1.5.SSH.3 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7	Describe gender-role stereotypes and their potential impact on self and others. **2.1.5.SSH.1-This standard is an at-home learning standard only. We will not discuss gender identity, gender expression, or sexual orientation.** Demonstrate ways to promote dignity and respect for all people. Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics. Describe the characteristics of healthy versus unhealthy relationships among friends and family members. Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.	SW formulate a list of gender-role stereotypes, which will be used to cite counter-examples. Define the term empathy and show how one can accept others for who they are. Discuss how to show acceptance to all people regardless of differences. List healthy and unhealthy qualities you would find in a relationship. Identify and give examples of bullying, harassment, teasing, and the consequences of these actions.	Google slides Small group and large group discussions Videos/reflection questions and class discussions Cooperative learning activities Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors PACER Center Kid's Health	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

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Community Health Services and Support

Enduring Understandings:	Essential Questions:
● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	● Where can you go for help in your school when you are feeling anxious? ● What can you do to help when you are feeling anxious, scared or overwhelmed?

Interdisciplinary Connections

6.2.2 D. Social Studies Citizenship: Identify healthcare workers, professionals, community helpers, and healthcare workers.

W.4.8 Language Arts Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.CHSS.1 2.1.5.CHSS.3	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). Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	List and explain where students can go for help both in school and outside of school. Students will explore feelings that correlate with anxiety and what they can do during those moments/times.	Think-Pair-Share Google slides Videos/websites Cooperative learning activities Visual Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors Robbinsville Township 911 Demonstration Video	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

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Movement Skills and Concepts

Enduring Understandings:	Essential Questions:
● Competent and confident age-appropriate performances of gross, fine motor, and manipulative skills, with the execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. ● Constructive feedback from others impacts improvement, effectiveness, and participation in movement skills, concepts, sportsmanship, and safety. ● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	● What is the value of teamwork? ● How do individual movements combine to help you achieve basic skills such as throwing and catching? ● Why is it important to learn from our mistakes when dealing with sports and activities? ● How can one demonstrate kindness/sportsmanship while playing a variety of physical activities/games? ● Why is it important to follow the rules and boundaries of an activity or game?

Interdisciplinary Connections
Visual and Performing Arts 1.1.2.Cr1a & 1.1.8.Cr1a Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas 3-PS2-1- Science Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	Students will learn about personal space while participating in dodging and fleeing games. Through dance students will learn rhythm, balance, coordination, flexibility, and agility. Students will demonstrate a variety of skills through different motor skills. Students will learn and play a variety of team and fun activities and learn different skills such as offense and defense. They will use these skills and adapt them to a	Cooperative Games Recreational Activity Team Sports Fitness Activities Line Dancing	P.E. equipment Music/Stereo PE Central	Teacher Observation Active Participation Hand signals (to check for understanding) Self-Reflection

	Develop the necessary body control to improve stability and balance during movement and physical activity. Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. Executing appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events contributes to a safe environment. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment	variety of games they will play throughout the year. Students will identify the importance of following the rules and playing games safely and fairly. Students will know game rules and safety procedures. Demonstrating a variety of skills coordinating physical fitness activity			

Robbinsville Public Schools
Physical Fitness

Enduring Understandings:	Essential Questions:
● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	● How can physical fitness better one's overall wellness? ● How can understanding the FITT principle improve my physical fitness level? ● How do the components of fitness contribute to lifelong fitness? ● How do the components of fitness help you improve your skills in activities and sports? ● How does fitness improve your physical, mental, and social well-being?

Interdisciplinary Connections

MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. Accept and respect others of all skill levels and abilities. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). Develop a short-term and/or long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	Students will identify how all areas of the health triangle are affected by physical activity. Students will identify acceptance, tolerance, and respect while playing games in P.E. and accepting students of all abilities. Demonstrate sportsmanship regardless of skill level and abilities in the class. Students will Develop Coordination, Movement Concepts, Endurance, Rhythm, Creativity, Flexibility, and Social Skill Students will identify both short-term and long-term goals of where they would like to see themselves physically fit.	Activities involving: Dodging, Fleeing, Team Strategy, Problem-Solving, Cooperation, and Locomotive Movements Fitness Increase Endurance, Muscle Strength, Cardiovascular Endurance, Flexibility, and the knowledge about Heart Rate. Community Activity: Jump Rope for Heart	Sports equipment Music Jump Rope For Heart.	Teacher Observation Active Participation Hand signals (to check for understanding) Self-Reflection

	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)	Students will know game tactics to best help them successfully complete the activity. Demonstrating proper technique for all exercises to ensure safety. Students will know the special awareness of peers and the equipment used. Understanding the pacing of the activity and commands of each physical fitness activity and setting personal achievable goals and fitness plans. Identify outside factors that play a role in physical fitness.			

Enduring Understandings:	Essential Questions:
● Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age-appropriate physical activities. ● Personal and community resources can support physical activity.	● What is the importance of life-long fitness? ● How is overall wellness achieved? ● Where can you find resources in the community to help you achieve life-long fitness? ● What is the value of teamwork and sportsmanship?

Interdisciplinary Connections
1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. 3-PS2-1- Science Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness Proactively engage in movement and physical activity for enjoyment individually or with others. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g, dynamic cardiovascular warm-up exercises, martial arts, aerobics, and yoga). Describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.	Students will learn a variety of activities and gain an understanding that exercise can be fun and include fun games. Students will know the game rules and safety procedures of all the games and activities they will play. Understanding the offensive and defensive strategies of each game as they play fun games with students. Identify how to be a leader in fitness. Understanding how to take care of their bodies and identify feelings during workouts/activities. Learning where in the community to gain access to activities/fitness equipment. Identifying how to properly warm up and cool down and setting goals and benchmarks for achievement. Identify different health professions and career options.	Games connected to 5 fitness components Connecting music to different activities Partner activities Choice Day	Sporting equipment Music Shape America	Teacher Observation Active Participation Hand signals (to check for understanding) Self-Reflection Cards

Enduring Understandings:	Essential Questions:
● 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.	● How does food impact how you feel? ● What does a balanced meal look like at home? ● How can your decisions about what you eat affect your overall wellness?

Interdisciplinary Connections
W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.   K-LS1-1 - Science Use observations to describe patterns of what plants and animals (including humans) need to survive.   2.MD.D.10 - Math Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1), (2-PS1-2)   3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.2.5.N.1 2.2.5.N.2	Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively. Create a healthy meal based on nutritional content, value, calories, and cost.	Identify the benefits proper nutrition has on the body. Creation of a healthy balanced meal for one's family. List goals that one has for themselves that focus on the beneficial qualities of food.	Tactical Questioning Inquiry-based instruction Specific feedback Read Alouds Classroom Discussion Cooperative learning- This or That Visuals: Nutrition labels	Mayo Clinic	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

Enduring Understandings:	Essential Questions:
● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	● What social cues can you give when someone is in your "bubble" and you do not feel comfortable? What can you say? ● How can you leave or call attention to an uncomfortable situation?

Interdisciplinary Connections
W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content. K-2-ETS1-1 Science Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.5.PS.5 2.3.5.PS.6	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 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.	Define what personal space and boundaries within friendships and with peers, and family look like. Identify strategies they can use to help them leave a situation in which they feel is unsafe. This may include being teased, bullied, or any touching or feelings that make them uncomfortable. List uncomfortable situations where one needs to leave or find a trusted adult.	Role Playing- Personal Space Tactical Questioning Inquiry-based instruction Specific feedback Teacher Demonstration Read Alouds Classroom Discussion Cooperative learning activities Visuals	Guidance counselors www.kidpower.org	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

Enduring Understandings:	Essential Questions:
● There are actions that individuals can take to help prevent diseases and stay healthy.	● What are communicable and noncommunicable diseases alike and different? ● How can you strengthen your mental health?

Interdisciplinary Connections
W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.   2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.   K-2-ETS1-1 -Science Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	Identify conditions that may keep the human body from working properly, and the ways in which the body responds. Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza). Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).	Identify strategies on how to keep the human body healthy and strong. Explore different types of communicable and infectious diseases. Discover ways to keep one's mental health strong.	Group discussions Cooperative learning activities: Develop tactics to help one's mental health and present as group. Whole class questioning Inquiry-based instruction Specific feedback	Kids Health	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

Enduring Understandings:	Essential Questions:
● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	● What are the consequences of using ATD? ● How does the use of ATD affect those around you?

Interdisciplinary Connections
MS-LS1-8 - Science Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. K-2-ETS1-1 -Science Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.5.ATD.1 2.3.5.ATD.2	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, other drugs, and non-prescribed cannabis products.	Identify vaping, marijuana, and alcohol and the chemicals they contain, and how that can affect one physically. Explain the long-term dangers of using all types of drugs: marijuana, alcohol, tobacco, vaping, inhalant, and opioids. List who can be a resource for those who are suffering from drug use.	Role Playing- Ways to say no to peer pressure Tactical Questioning Teacher Demonstration Read Alouds Classroom Discussion Visuals- pictures of vapes, e-cigarettes, etc.	D.A.R.E. America	Hand signals to check for understanding Response cards Think-pair-share One question quiz 3-2-1

Enduring Understandings:	Essential Questions:
● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	● What is the difference between drug use, misuse, abuse, and prescription and illicit drugs? ● What are some signs that someone is struggling with ATD?

Interdisciplinary Connections
3-5-ETS1-2 - Science Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.   W.5.7- Language Arts Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	Explain/Define the difference between drug use, misuse, and abuse. Identify and list behaviors and characteristics of those who are under the influence and suffering from drug abuse. Demonstrate different strategies on refusal skills when being approached to use drugs.	Role Playing- practice with partner refusal skills. Tactical Questioning Specific feedback Teacher Demonstration Read Alouds Classroom Discussion Visuals	Nationwide Children's Hospital	Hand signals to check for understanding Response cards Think-pair-share One question quiz 3-2-1

Social Emotional Learning Connections
Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Example 1: The Alcohol, Tobacco, and Drugs Unit address self-esteem and how that plays a role in using ATD. When one feels comfortable and confident they will make better decisions to lead to a healthier lifestyle.
Example 2: Social and Sexuality Unit addresses one's ability to connect with how they are thinking and feeling. Some can recognize how they feel socially and sexually easily, while for another this could be more difficult.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Example 1: Emotional Unit addresses coping strategies while dealing with stress and goal setting.
Example 2: Emotional Unit addresses a "safe" or "happy" place where students can escape within their environment setting.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Example 1: Social and Sexuality Unit addresses are about respect for communication with those that differ from you. They will discuss how to be supportive of differences and communicate respectfully.
Example 2: Dependency, Substance Disorder and Treatment Unit addresses where and how to find community resources and support when struggling with a dependency or substance disorder.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
Example 1: Social and Sexual Unit addresses communication skills that support healthy relationships.
Example 2: Personal Safety Unit addresses resisting inappropriate social pressure and how to identify strategies to help one do this.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
Example 1: Personal Safety Unit discusses how to develop strategies one can use to make respectful choices about how one interacts with others.
Example 2: Dependency, Substances Disorder and Treatment students work on the ability to deny peer pressure and role-play ways to say "NO".

21st Century Skills--NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Can be found in units: SSH, N, MCS, PF, LF
Critical Thinking and Problem Solving	Can be found in units: PS, EH, ATD, DSDT, HCDM
Digital Citizenship	Can be found in units: CHSS, PGD, SSH
Global and Cultural Awareness	Can be found in unit: SSH, N, PGD, PS
Information and Media Literacy	Can be found in unit: ATD, CHSS, N, LF
Technology Literacy	Can be found in unit: PF, LF, CHSS, EH

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As an educational theorist, Lev Vygotsky advocated, that learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, and actively listen to and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st-century digital society and workplace because they are reliable, and responsible, form stable and healthy relationships and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st-century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real-world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st-century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self-directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards	
Act as a responsible and contributing community member and employee.: Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.
Attend to financial well-being: Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?
Consider the environmental, social, and economic impacts of decisions: Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate the negative impacts on other people, organizations, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.	Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace but also reverberates in our communities, our state, our nation, and our world. As a result, workplaces and classrooms have procedures and regulations for the well-being of all.
Demonstrate creativity and innovation: Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks, or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices, and ideas from a variety of sources, and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	Students are provided with the opportunity to think creatively to solve problems. There is a consistent opportunity for innovation in both individuals and in group settings. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.
Utilize critical thinking to make sense of problems and persevere in solving them: Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	The integration of problem-based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through thoughtful investigation and problem-solving strategies to make meaningful sustainable change.
Model integrity, ethical leadership and effective management: Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human

behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.	behavior and its impact on others' actions, attitudes, and/or beliefs.
**Plan education and career paths aligned to personal goals:** Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspectives regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal-setting exercises. They will create action plans to accomplish said goals.
**Use technology to enhance productivity, increase collaboration and communicate effectively:** Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communication with their peers.
**Work productively in teams while using cultural/global competence:** Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural differences and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

Diversity, Equity & Inclusion Mandate Guide	
Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. As such, this curriculum meets the requirements set forth in the Amistad Law, and AAPI Law. Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.	
AAPI **(K-12) &** Diversity & Inclusion Law **(K-12)**	Throughout the HPE Curriculum, scenarios include diverse examples representing all groups, including AAPI. Further, in physical education, students learn the historical background of various sports and games from all over the world.

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**
- Computer/whiteboard - Tape recorder - Spell-checker - Audio-taped books	- Extended time - Study guides - Shortened tests - Read directions aloud	- Consistent daily structured routine - Simple and clear classroom rules - Frequent feedback	- Individual daily planner - Display a written agenda - Note-taking assistance - Color code materials

Enrichment
The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs. • Show a high degree of intellectual, creative, and/or artistic ability and demonstrate this ability in multiple ways. • Pose questions and exhibit sincere curiosity about principles and how things work. • The ability to grasp concepts and make real-world and cross-curricular connections. • Generate theories and hypotheses and pursue methods of inquiry. • Produce products that express insight, creativity, and excellence. • Possess exceptional leadership skills. • Evaluate vocabulary • Elevate Text Complexity • Inquiry-based assignments and projects • Independent student options • Tiered/Multi-level activities • Purposeful Learning Center • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover the regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources :

General Supports
- WIDA Can Do Descriptors
- WIDA Can Do Descriptors - Cheat Sheet
- Ways to Support ELLs with Visuals
- Activate Background Knowledge
- Glossary of ELL friendly strategies and activities

Supports by English Level
- ELs Expectations and Modifications by Level
- Blooms for ELLs by Level
- Leveled Questions for ELLs with Bloom

Supports by Domain - Listening, Speaking, Reading, Writing
- Speaking Expectations by Level
- Sentence frames by level for Speaking
- Scaffolds - Receptive and Productive Language
- Writing Rubric Using WIDA Levels

Vocabulary Specific Support
- Vocabulary Scaffold Ideas
- Frayer Model Graphic Organizer
- ELL Dictionary - Google Sheet Self Populating
- Virtual World Wall Template

Technology based supports
- Virtual Supports and Accommodations for ELL with Technology Specific Supports **-** Slides presentation
- Translate Google Doc - Directions
- Read Write - Chrome Extension **-**Text to speech and speech to text
- Mercury Reader - Chrome Extension - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- Text Compactor - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- Rewordify - simplifies key terms. The reworded words are highlighted (see the example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- Simplish.org - uses an 850-word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- WordSift.org - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combine them with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making the curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through a series of steps for constructing a story including Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flashcards that give a written definition and visual representation of the word. http://pacecar.missingmethod.com/