ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Pond Road Middle School HPE Department

5th Grade Health & Physical Education

Board of Education

Curriculum Writing Committee

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BOARD OF EDUCATION INITIAL ADOPTION DATE: 9/27/22

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 5th grade Health courses provide 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
● Teen Health Textbooks, McGraw Hill ● 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)	Our bodies' systems are interrelated as they all need each other to work efficiently and effectively. Taking care of ourselves and our overall wellness is essential. As our bodies grow and develop our health triangle shifts and transitions physically, mentally, and socially. Puberty plays a huge role in how all of these body systems rely on one another as we change and grow.	2-3 Blocks	Formative: Bell Ringers, Turn & Talk, Reflections, Group Checklist, Open-Ended Questions Summative: Reflection writing, quiz Common Benchmark Assessments (mid/end of course): Test Alternative Assessments (projects, etc when appropriate): Projects, Current Events
Pregnancy and Parenting (PP)	Reproduction is an amazing and fascinating development in the human body. Reproduction can be achieved through various means ending in the miracle of birth.	2-4 Blocks	Formative: Bell Ringers, Turn & Talk, Small/Large Class Discussions, Reflections, Group Checklist, Open-Ended Questions Summative: Group Discussion, Reflection writing, quiz Common Benchmark Assessments (mid/end of course): Test Alternative Assessments (projects, etc when appropriate): Projects, Current Events
Emotional Health (EH)	Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations. The importance of mental health can improve your daily life and future life decisions.	2-4 Blocks	Formative: Bell Ringers, Turn & Talk,, Reflections, Group Checklist, Open-Ended Questions Summative: Reflection writing, quiz Common Benchmark Assessments (mid/end of course): Test Alternative Assessments (projects, etc when appropriate): Projects, Current Events
Social and Sexual Health (SS)	The values acquired from family, culture, personal experiences, and friends impact all types of relationships. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect are shown toward all. Early detection strategies assist in the prevention and treatment of illness or disease.	3-4 Blocks	Formative: Bell Ringers, Guided Imagery Activity, Relationship Worksheet, Safe Dating Activity Turn & Talk,, Reflections, Group Checklist, Open-Ended Questions Summative: Reflection writing, Creative writing, quiz Common Benchmark Assessments (mid/end of course): Test Alternative Assessments (projects, etc when appropriate): Projects, Current Events
Community Health Services and Support (CHSS)	Identify and evaluate health services and resources provided in the school and community and determine how each assist in addressing health needs and emergencies. Students will be able to communicate health needs to trusted adults and professionals who can assist in the prevention, early detection, and treatment of health problems.	2-3 Blocks	Formative: Bell Ringers, Fish Bowl, Class Discussion Summative: Reflection writing, quiz Common Benchmark Assessments (mid/end of course): Test Alternative Assessments (projects, etc when appropriate): Projects, Current Events
Movement, Skills and Concepts	Movement, Skills, and Concepts include learning and demonstrating a variety of skills. One's movement skill performance is impacted by the instruction, practice,	60 days	Formative: Peer performance checklist, Teacher observation, Individual skill self-assessment Summative: Pedometer Card assessment, Written evaluation

MSC)	assessment, feedback, and effort which is based upon an individual's ability to analyze their own performance. Group, team and individual games will help achieve personal goals and build confidence through physical fitness.		Common Benchmark Assessments (mid/end of course) Fitness challenge Alternative Assessments (projects, etc when appropriate) Sports packets
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.	60 days	Formative: Peer performance checklist, Teacher observation, Individual skill self-assessment Summative: Pedometer Card assessment, Written evaluation Common Benchmark Assessments (mid/end of course): Pacer Test Alternative Assessments (projects, etc when appropriate) Sports packets
Lifelong Fitness (LF)	Lifelong fitness is essential to creating habits to meet one's own personal needs. Lifelong fitness activities help with goal achievement, sportsmanship, social interaction with friends and family, and a love for fun fitness.	60 days	Formative: Peer performance checklist, Teacher observation, Individual skill self-assessment Summative: Pedometer Card assessment, Written evaluation Common Benchmark Assessments (mid/end of course): Pacer Test Alternative Assessments (projects, etc when appropriate) Sports packets
Nutrition (N)	Eating patterns and food choices are influenced by a variety of factors. Lifestyle, hereditary, portion size, and choosing healthy foods encompass physical wellness. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.	3-4 classes per assigned grade	Formative; My plate activity, Bell Ringers, Vitamin google slide, School lunch activity, Vitamin SuperHero Summative: Reflection, Peer evaluation Common Benchmark Assessments (mid/end of course) Test/Quiz Alternative Assessments (projects, etc when appropriate) Projects/Current Events
Personal Safety (PS)	Personal Safety is identifying how behaviors can lead to dangerous situations, handling oneself to prevent injury or death. This unit will include awareness of potential situations that can lead to personal danger and how to evaluate choices and potential consequences are essential.	2-3 classes per assigned grade	Formative: Fishbowl activity, Turn and Talk, Reflections, Bell Ringers, Open Ended Questions Summative: Reflective Writing Common Benchmark Assessments (mid/end of course) Quiz/test Alternative Assessments (projects, etc when appropriate) Projects/Current Event
Health Conditions, Diseases, Medicine (HCDM)	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks and treatment contributes to the safety of self and others. Learning to understand different diseases and conditions and how their decisions and actions can affect their health. Medicines come in various forms (over-the-counter, prescriptions, medical supplements) are used for various reasons, and should be taken as directed to be safe and effective.	2-3 classes per assigned grade	Formative: Brochure, Articles/Current Events, Turn and Talk Reflections, Open-Ended Questions Summative: Reflective Writing Common Benchmark Assessments (mid/end of course) Quiz/test Alternative Assessments (projects, etc when appropriate) Projects/Current Event
Alcohol, Tobacco, Drugs (ATD)	Alcohol, tobacco, vaping and other drugs can harm us physically, mentally, and socially. These drugs have both long-term and short-term effects on one's physical, mental and social well-being.	3-4 classes per assigned grade	Formative: Slogans, Bell Ringers, Small/Large discussion, Information google slides, Internet Research, Turn and Talk, Reflections, Open-Ended Questions Summative: Reflective Writing Common Benchmark Assessments (mid/end of course) Quiz/test Alternative Assessments (projects, etc when appropriate) Projects/Current Event

Dependency, Substance Disorder and Treatment	A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2-3 classes per assigned grade	Formative: Internet Research, Small/Large class discussion Open Ended Questions Summative: Reflective Writing Common Benchmark Assessments (mid/end of course) Quiz/test Alternative Assessments (projects, etc when appropriate) Projects/Current Event

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.	● How are all of our body systems interrelated? ● What are some of the physical, social, and emotional changes that happen during puberty? ● How can puberty change how you feel about yourself?

Interdisciplinary Connections
RI.5.1 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.   RL.7.1 -Language ArtsCite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly, as well as inferences drawn from the text.   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.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).	Identify behaviors and habits that keep them healthy and strong. Identify safety measures to help prevent injuries while playing sports and recreational activities.	Google Slides Discussions Girl talk with School Nurse Boy talk with Male Health teacher Large class discussions. Charts /videos on physical changes during puberty Videos on emotional changes with reflection questions Cooperative learning activities Visuals	School Nurse- Girl talk for puberty Guidance counselors Kids Health YouTube	Mini projects: creating slides on sports safety Reflection writing on where to turn for emotional help and questions about growing and changing Exit Slips Quizzes
2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.	Girls: Identify changes that happen during puberty, development of breasts, emotions, and menstruation.			
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.	Identify how to take care of one's hygiene.			
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.4 This standard is an at-home learning standard. Masturbation is considered an example and is not mandated.**	Boys Identify physical changes-facial/pubic hair growth, broadening of shoulders, hygiene (sweating) Identify what feelings represent a romantic relationship. Discuss where in the school students can go for help to talk about their			
2.1.5.PGD.5					

	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, to whom students can talk to about relationships and ask questions about puberty and adolescent health.	feelings about relationships and emotions. Discuss what trusted adults students can talk to outside of the classroom and in the community.			

Robbinsville Public Schools
Pregnancy and Parenting

Enduring Understandings:	Essential Questions:
● Pregnancy can be achieved through a variety of methods.	● How can pregnancy be achieved?
	● How can you define reproduction between all forms of life?

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.**	Identify and define relationships and how they can evolve romantically. Identify reproduction scientifically- sperms and ovaries	Questions with Small group discussions and share out Large group discussions Google Slides Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors School Nurse Kids Health Google slides	Reflection questions Exit slips Quizzes
2.1.5.PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	Identify pregnancy, IVF, and surrogacy.			

Robbinsville Public Schools
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 cope and handle our feelings and express emotions appropriately with our friends and family? ● How can we manage everyday 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 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors 2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others. 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	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 students can do to keep them feeling happy. Identify resources both in-school and outside-of-school where students can go when they feel they need help.	Scenario cards- students will read scenarios and explain how to handle that situation in a healthy manner Small group: identify all types of feelings; what they are and when/how they can happen Cooperative learning activities Visuals tactical Questioning Inquiry-based instruction Specific feedback Daily Character Strong Connections-- ● Define what emotional health means ● Daily discussion/activity about people who have demonstrated key characteristics that help contribute to our overall emotional health.	Guidance counselors Character Strong Curriculum: PurposeFull People ● Respect ● Empathy ● Cooperation ● Responsibility ● Perseverance ● Courage ● Gratitude ● Honesty ● Creativity	Reflection writing after small group work Tests/quizzes Exit slips

Robbinsville Public Schools
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.	● How would you define empathy and acceptance? ● What is gender identity? ● What is gender expression? ● What is sexual orientation? ● How do relationships with family members impact us physically, mentally, and socially? ● What does a healthy relationship look like?

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.2 2.1.5.SSH.3 2.1.5.SSH.4	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.** Differentiate between sexual orientation and gender identity **2.1.5.SSH.2- This standard is an at-home learning standard only.** 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). Describe how families can share common values, offer emotional	Identify different concepts such as stereotypes, sexual orientation, gender identity, and gender expression. Identify the importance of empathy and accepting others for who they are. Identify the importance of respect in all areas of students' lives both in and out of school. Identify how everyone is different and how to accept differences that we see in one another through culture and race. Identify healthy vs. unhealthy relationships. Identify bullying, harassment, teasing, and the consequences of these actions.	Google slides Small group and large group share out Videos/reflection questions and class discussions Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors YouTube	Reflection writing after small group work Tests/quizzes Exit slips

2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7	support, and set boundaries and limits. 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.				

Robbinsville Public Schools
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 troubled? ● How can you cope with feelings of stress, sadness, or hopelessness? ● Who can help us when we need help with our feelings in school and outside of school?

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. W.4.9 Language Arts: Draw evidence from literary or informational texts to support analysis, reflection, and research

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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).	Students will learn places to go for help both in school and outside of school. Students will identify feelings of anxiety and stress and strategies they can use to help handle those feelings.	Small group discussions leading to large group share out Google slides Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Robbinsville Township Guidance counselors	Reflection writing after small group work Tests/quizzes Exit slips
2.1.5.CHSS.2	Describe how businesses, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.				
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress				

Robbinsville Public Schools
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?

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.   Visual and Performing Arts 1.1.2.Cr1a: 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:	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).	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 activities. 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	Line dance Wii Just dance Tag games Large group games such as capture the flag, jailbreak, color tag Team sports: Tchoukball Team Handball Soccer Flag Football Feild Hockey Newcomb	P.E. equipment Wii Music/Stereo PE Central	Team Packets Peer evaluations Pedometers Self evaluations
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.				
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).				

2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.	variety of games they will play throughout the year.			
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	Students will identify the importance of following the rules and playing games safely and fairly.

Students will know game rules and safety procedures. | | | |
| 2.2.5.MSC.6 | 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. | Demonstrating a variety of skills coordinating physical fitness activity | | | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | | | | |

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 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. 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.PF.1:	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect 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 skills (Wii) Students will identify both short-term and long-term goals of where they would like to see themselves physically fit. 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 spacial awareness of peers and equipment used.	Activities involving: Dodging, Fleeing, Team Strategy, Problem-Solving, Cooperation, and Locomotive Movements Red Hot Rocket, Color Tag, Capture the flag, Jailbreak, 4 corner tag Fitness: pacer test, cardio drumming, Activities involving: Increase endurance, Muscle Strength, Cardiovascular Endurance, Flexibility and the knowledge about Heart Rate.	Sports equipment Music Pedometers Cardio drumming PE Central	Pacer Test Pedometer Challenges Peer Evaluations Self evaluations Team evaluations
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.				
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).				
2.2.5.PF.4	Develop a short-term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.				
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity,				

	physical activity, nutrition, sleep, technology)	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:	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	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 for 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 and activities to play: Yoga Fun fitness 4 square pickleball Track and field Ogo sports Frisbee golf Pickleball Track and field	Sporting equipment Pedometers PE Central	Peer Evaluation Observation Team evaluation
2.2.5.LF.2:	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.				
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.				
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, and yoga).				
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.				

Robbinsville Public Schools
Nutrition

Enduring Understandings:	Essential Questions:
● Understand 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 can you create a balanced meal using the foods you love? ● What is a balanced nutritional meal? ● How can your decisions of 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.   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	Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively.	Students will identify how proper nutrition will lead to having energy and feeling good physically, mentally, and socially.	Examining nutritional labels Comparing and contrasting vitamins and minerals Google slides Videos/websites	Guest speakers (nutritionist) YouTube	Healthy menu's Vitamin Super Hero Quiz Exit slips
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.	Students will create a healthy balanced menu identifying the nutritional value of the foods they have chosen.	Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback		
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, culture, and cost.	Students will identify how to create health goals for themselves and how to improve their overall nutritional choices.			

Robbinsville Public Schools
Personal Safety

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.	● Why is it important to know how to handle emergency situations? ● What is F.A.S.T.? ● Why is it important NOT to panic in an emergency first aid situation? ● How can online communication lead to unsafe behaviors?

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.1:	Develop strategies to reduce the risk of injuries at home, school, and in the community.	Students will identify ways to be safe at home and in school. Students will identify what first aid is and how to perform simple basic life-saving strategies. Students will identify the term F.A.S.T. Students will identify the importance of online communication with family and friends and others online. Students will identify personal space and boundaries within friendships and with peers, and family. Students will 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.	Google slides Small group and large group share-outs Scenario cards for First Aid emergency situations Scenario cards for unsafe situations and strategies to leave Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors SRO officer Robbinsville Township	Reflection writing after small group work Tests/quizzes Exit slips
2.3.5.PS:2:	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).				
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.				
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.				
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.				
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.				

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Robbinsville Public Schools
Health Conditions, Diseases, and Medicines

Enduring Understandings:	Essential Questions:
● There are actions that individuals can take to help prevent diseases and stay healthy.	● Why can all of our life choices affect the way that our body works efficiently? ● How are communicable and noncommunicable diseases alike and different? ● How can mental health affect one's overall wellness?

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: 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).	Students will identify a variety of strategies for keeping the human body healthy and strong. Students will compare and contrast communicable and non-communicable diseases. Students will identify the prevention and treatment of communicable diseases. Students will identify different strategies for keeping themselves mentally strong.	Google slides Project-based assessments Small group and large group shareouts Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	CDC Mayo Clinic	Disease brochure Disease story Exit slips Reflection writing with small group discussion

Robbinsville Public Schools
Alcohol, Tobacco, and Drugs

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.	● How can the use of drugs affect your body and life physically, mentally, and socially? ● How can experimenting with drugs lead to unexpected behaviors? ● How can drug misuse lead to danger? ● How can drug abuse affect one's relationships with family and friends?

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	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).	Identify vaping marijuana, and alcohol and the chemicals they contain, and how that can affect one physically. Students will identify the long-term dangers of using all types of drugs: marijuana, alcohol, tobacco, vaping, inhalant, and opioids. Students will identify resources available for those who are suffering from drug use.	Google slides Project-based assessments Small group and large group shareouts Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction and Specific feedback	SRO officer Robbinsville Township	Drug wanted poster BR ins/outs Exit slips Reflection writing with small group discussion
2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, and vaping products, inhalants, alcohol, opioids, other drugs, and non-prescribed cannabis products.				
2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.				

Robbinsville Public Schools
Dependency, Substance Disorder, and Treatment

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.	● How can the use of drugs affect your body and life physically, mentally, and socially? ● What are some resources available for those who are struggling with drug use?

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:	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.	Students will identify the difference between drug use, misuse, and abuse.	Google slides Project-based assessments Small group and large group share outs Videos/websites Scenario situations on how to refuse drugs Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	SRO officer D.A.R.E. America YouTube	BR ins/outs Exit slips Reflection writing with small group discussion
2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.	Students will identify behaviors and characteristics of those who are under the influence and suffering from drug abuse.			
2.3.5.DSDT.3	Demonstrate effective refusal skills for alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	Students will demonstrate different strategies for refusal skills when being approached to use drugs.			
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.	Students will identify strategies of how to reach out for help and where they can reach out for help for not only themselves but for friends and family as well.			
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).	Students will identify where they can go online, in the community, and in the school setting for any kind of help associated with drug use and abuse.			

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 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.	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 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	What do we need to do physically and emotionally to prepare

education and career goals, and 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.	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, 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/