

Quinton Township School District

**Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	School Rules/Friendships/ Feelings	Pacing:	Sept.-Nov.
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Unit Summary: Students will understand the importance following rules at school. In addition, students will recognize the need for healthy personal relationships and the importance of identifying positive characteristics of own self and others. Furthermore students will explore fire safety tips and how to identify violent situations and what actions to follow in order to remain safe.

Objectives:

- Students will be able to identify ways to stay safe at school.
- Students will be able to recall proper use of the school areas.
- Students will be able to recognize the need for healthy personal relationships.
- Students will be able to identify and discuss feelings.
- Students will be able to explore positive characteristics.
- Students will be able to identify how he/she is alike/different from others.
- Students will be able to identify ways to remain safe at school.
- Students will be able to identify a bully and ways to intervene in a bully situation.
- Students will be able to identify how to stay safe in case of a fire.
- Students will be able to identify ways to prevent spreading of germs.
- Students will be able to identify healthy foods and to implement the foods into their diet.
- Students will be able to develop healthy mind and body through physical activity.

Essential Questions:

- How can I stay safe at school?
- What is a friend?
- What are feelings?
- How can I be a kind classmate?
- How am I alike and different from others?
- How do healthy relationships contribute to a person's well being?
- How can I stay safe in case of a fire?
- Why is important to stay healthy and safe?
- How can foods keep me healthy?
- Why should I eat healthy meals?
- How can I stay healthy?
- What is an illness?
- How can I stay fit?

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 1- Snoopy Rules Lesson 2- Proper use of school areas Lesson 3- Recognize the need for healthy personal relationships Lesson 4- Friendship Lesson 5- Feelings Lesson 6- Feelings Lesson 7- Positive characteristics Lesson 8- Gender-alike/different Lesson 9- Violence Lesson 10- Violence Lesson 11- Violence Lesson 12- Identify a bully Lesson 13- Intervene in a bully situation Lesson 14- Self-Awareness Lesson 15- Identify how smoke detectors save lives Lesson 16- Identify how to escape in care of fire Lesson 17- Demonstrate how to stop, drop, cover, roll as a fire prevention skill Lesson 18- Identify firefighter as a community helper Lesson 19- Identify ways of spreading</p>	<p>Lesson 1-23 "Your Health"</p>	<p>Lesson 1- Snoopy Rules of Quinton Township School Lesson 2- School Rules activity sheet Lesson 3- Story -"Virgie Goes to School with Us Boys", chart paper, markers Lesson 4- Story- "Enemy Pie", Friendship chart, Lesson 5- Story- "The Way I Feel", chart, markers Lesson 6- Story- "The Way I Feel", masks to show different kinds of feelings Lesson 7- Story- "Spaghetti in a Hot Dog Bun", spaghetti in hot dog venn diagram activity sheet Lesson 8- Story- "The Jelly Donut Difference"</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Noodle Application

<p>germs Lesson 20-Identify ways of spreading germs Lesson 21- Healthy foods Lesson 22- Healthy foods Lesson 23- Healthy eating habits</p>		<p>Jelly Donut activity pack from Teachers Pay Teachers Lesson 9- Story- “Hands are Not for Hitting”, role play cards Lesson 10- Story- “Hands are Not for Hitting”, role play activity cards Lesson 11- Story- “Hands are Not for Hitting”, chart paper markers Lesson 12- Story- “Chester the Raccoon and the Big Bad Bully”, chart paper, markers Lesson 13- Story- “Chester for the Raccoon and the Big Bad Bully”, role play cards Lesson 14- Story- “I Like Me”, mirrors, drawing paper, crayons Lesson 15- read aloud,</p>	
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		<p>discussion chart</p> <p>Lesson 16-Identify how to escape in care of fire</p> <p>Lesson 17- Demonstrate how to stop, drop, cover, roll as a fire prevention skill</p> <p>Lesson 18- Identify firefighter as a community helper</p> <p>Lesson 19- Identify ways of spreading germs</p> <p>Lesson 20-Identify ways of spreading germs</p> <p>Lesson 21- Healthy foods</p> <p>Lesson 22- Healthy foods</p> <p>Lesson 23- Healthy eating habits</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing

<p>instruction.</p> <ul style="list-style-type: none"> ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. 	<ul style="list-style-type: none"> ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Curriculum Compacting Project based on student's interest and areas of giftedness (intellectual ability, academic ability, creativity, artistic talent, and leadership)
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| <ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine. | | | |
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**Quinton Township School District
Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Illness/Staying Fit/5 Senses	Pacing:	December-January
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Unit Summary: Students will continue to identify ways to lead a healthy life. Students will explore topics such as illnesses, staying fit, and discovering the 5 senses.

Objectives:

- Students will be able to identify ways to stay healthy.
- Students will be able to define illnesses and diseases.
- Students will be able to create movement in order to exercise.
- Students will be able to identify the 5 senses.
- Students will be able to identify what is a disability.

Essential Questions:

- How can I stay fit?
- What is an illness?
- How can I stay healthy?
- What is a disability?

- How do people compensate if they have a disability?

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 24- Communicable/Non Communicable Lesson 25- Diseases Lesson 26- Germs Lesson 27-Movement Lesson 28- Identify the 5 senses Lesson 29- Identify the 5 senses Lesson 30- Disabilities Lesson 31- Disabilities Lesson 32- Movement	Lesson 24-32 "Your Health"	Lesson 24- Chart paper, markers Lesson 25- Chart paper, markers, chart- "Good Healthy Habits" Lesson 26- chart paper, markers, chart- "Good Healthy Habits" Lesson 27- Take 10 activities for the month, Go Noodle activities Lesson 28- Book- "My	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Noodle Application

		<p>5 Senses”, 5 senses centers, journal paper</p> <p>Lesson 29- Book- “My 5 Senses”, 5 senses centers, journal paper</p> <p>Lesson 30- Chart paper, markers, role play cards</p> <p>Lesson 31- Chart paper, markers, role play cards</p> <p>Lesson 32- Go Noodle</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Curriculum Compacting Project based on student's interest and areas of giftedness (intellectual ability,

<p>are aware of expectations.</p> <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>academic ability, creativity, artistic talent, and leadership)</p>
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**Quinton Township School District
Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Dental Health/Staying Fit/Drug/Alcohol Awareness/Character Education	Pacing:	Feb-April
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Unit Summary: Students will continue to recognize healthy habits in order to stay healthy. Students will explore the importance of dental health, ways to keep a healthy heart, ways to stay safe with alcohol and drugs, and the importance of kindness.

Objectives:

- Students will be able to identify and use proper dental health.
- Students will be able understand the circulatory system.
- Students will identify the effects of drugs and alcohol.
- Students will be able to identify organs.
- Students will be to understand the importance of kindness.

Essential Questions:

- Why is it important to stay healthy and safe?
- How can I stay fit?

- How can I stay away from drugs?
- What are medicines used for?
- How can I be a kind person?
- How can I display good character education?

Common Core State Standards/Learning Targets:2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 33- Dental Health Month Lesson 34- Dental Health Month Lesson 35- Healthy Heart Month Lesson 36- Drug/Alcohol Awareness Lesson 37- Drug/Alcohol Awareness Lesson 38- Drug/Alcohol Awareness Lesson 39-Drug/Alcohol Awareness Lesson 40-Medicines Lesson 41- Meet your organs Lesson 42- Becoming a kind person</p>	<p>Lesson 32-45 “Your Health”</p>	<p>Lesson 33- Book- “Tooth Lesson”, tooth activity sheet Lesson 34-Book “Tooth Trouble”, role playing of proper teeth cleaning, cavity fighting shield Lesson 35- Book “My Amazing Body”,</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Noodle Applications

<p>Lesson 43- Becoming a kind person Lesson 44- Character Education Lesson 45- Character Education</p>		<p>exercise activity sheet, chart paper, markers Lesson 36- Chart paper, markers Lesson 37-Chart paper, markers Lesson 38-Chart paper, markers, role playing cards Lesson 39-Chart paper, markers, role playing cards Lesson 40-Chart paper, markers, role playing cards Lesson 41- Smart board for view of organs, book- “My Amazing Body” Lesson 42- Book “Lovable Lyle”, chart paper, markers Lesson 43- Book “Lovable Lyle”, chart paper, markers, role playing cards Lesson 44- Book- “Fly Away Home” Lesson 45- Book-</p>	
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		“Sneetches”	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Peer conversations Student conferences Rubrics Kahoot</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			<p>academic ability, creativity, artistic talent, and leadership)</p>
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**Quinton Township School District
Health
Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Sport Safety/First Aid/Stranger Safety/Family Traditions/Exercise	Pacing:	May-June
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Unit Summary: Students will continue to recognize and use healthy tips in order to keep safe and healthy. The units will focus on sport safety, first aid, stranger safety, family tradition and exercise.

Objectives:

- Students will be able discover ways to remain during sports and other games.
- Students will be able to explore various exercises/movements in order keep healthy.
- Students will be able to define and explain first aid.
- Students will be able to identify various family traditions.

Essential Questions:

- How can I stay safe when playing?
- How can I stay fit?
- Why is it important to keep healthy and safe?
- How can I stay safe around strangers?

- What is a family tradition

Common Core State Standards/Learning Targets: 2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.5.2.B.1, 2.B.1, 2.2.2.B.2, 2.2.2.B.3, 2.2.2.C.1, 2.1.2.C.3, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.4.2.B.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4, 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2, 2.6.2.A.1, 2.6.2.A.2

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.4.A.1, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4
Communication, Collaboration, Health Literacy, Global Awareness, information/Technology Skills, Leadership, Responsibility, Accountability, and Self Direction

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 47- Sport Safety Lesson 46- First Aid Lesson 48- Stranger Safety Lesson 49- Family Traditions Lesson 50- Exercise/Movement Lesson 51- Exercise/Movement Lesson 52- Exercise/Movement</p>	<p>Lesson 47-52 "Your Health"</p>	<p>Lesson 47- Chart paper, markers, activity sheet Lesson 46- Chart paper, markers, role playing cards Lesson 48- Story- "Benjamin Rabbit and Stranger Danger", chart paper, markers, role playing cards Lesson 49- Story- "all Families are Special",</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Noodle Applications • ipads

		<p>Venn Diagram activity sheet</p> <p>Lesson 50- Game- “Sums in Motion”, Go Noodle</p> <p>Lesson 51- Jump Rope/Hula Hoop, Go Noodle</p> <p>Lesson 52- Game “Crabwalk Soccer”, Go Noodle</p>	
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Formative Assessment Plan	Summative Assessment Plan
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"> ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine 			<p>Algebra 1 (8th grade).</p> <ul style="list-style-type: none"> ● Curriculum Compacting Project based on student's interest and areas of giftedness (intellectual ability, academic ability, creativity, artistic talent, and leadership)
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