

**Quinton Township School District
Health
Grade 5
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	Mental and Emotional Health	Pacing:	September
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Unit Summary: Students will define health and discuss major influences on individual health. Personal responsibility is stressed as a primary means of promoting health.

Objectives:

- Students will be able to use life skills to become responsible for their health and wellness.
- Students will be able to examine the differences between healthful behaviors and risk behaviors.
- Students will be able to comprehend health concepts.
- Students will be able to analyze the influences of family and school.
- Students will be able to use interpersonal skills.
- Students will be able to understand how to use decision-making skills.
- Students will be able to use goal-setting skills.
- Students will be able to access valid information, products, and services.
- Students will be able to become a health advocate.
- Students will be able to use health- enhancing behaviors.

Essential Questions:

- How are health and wellness related?
- How can you improve your health?

What are health facts?
Where can you get reliable health information?
What is a health behavior contract?
What is a personality?
What are some actions that show you are trustworthy?
What are health actions you can take to deal with shyness?
How can feeling sad affect your physical health?
How can depression affect your family?
What are some healthful ways to deal with anger?
What causes boredom?
What is positive peer pressure?
What is negative peer pressure?
What can cause stress in your life?
How do you manage stress?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.8.B.3*
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Discuss how life skills can help you take responsibility for your health and wellness. ● Explain how healthful behavior and risk behavior differ. ● Describe why you need health knowledge and how to get it. ● Describe how to set and achieve short term and long-term goals. ● Explain how to make a health contract. ● Explain the parts of a healthy personality. ● Name the actions that you show to have a healthy self concept. ● Identify emotions. ● Describe strategies for coping with strong emotions. ● Describe strategies for improving your mental health. ● List steps you can take to make 	<p><i>Life Skills</i> <i>Wonder- Novel by RJ Palacio</i></p>	<p><i>Wonder for character study</i> <i>Life Skills-Your personality and character</i> <i>Individual laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

<p>responsible decisions.</p> <ul style="list-style-type: none"> ● Describe the skills you can use in resisting pressure to make a wrong decision. ● Describe what stress is and how it affects the body. ● Explain strategies for stress management. ● 			
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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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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 	<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>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.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			<p>Algebra 1 (8th grade).</p> <ul style="list-style-type: none">• Individual projects such as school newspaper article and Google Slide show of Harry Potter and the its various settings
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Family and Social Health	Pacing:	October
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Unit Summary: Students will obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health.

Objectives:

- Students will be able to show respect for all people.
- Students will be able to advocate for health.
- Students will be able to describe how to communicate in healthful ways.
- Students will be able to describe ways to communicate emotions.
- Students will be able to explain why and how a conflict develops.
- Students will be able to develop conflict resolution strategies.
- Students will be able to explain how responsible adult can help with mediation of a conflict.
- Students will be able to develop stronger family relationships.
- Students will be able to develop strong friendships.

Essential Questions:

- What are some actions that show respect?
- What is an important way to earn respect?

Why is communication important when you disagree?
 What are some emotions that can make it hard to communicate?
 Why is it important to express your emotions when you are among friends and family?
 What is the result of unresolved conflict?
 What should you do if you are unable to agree on a way to settle a conflict?
 Which adults do you know who might serve as a mediator?
 What is a characteristic of a strong, healthy family?
 Why are family guidelines set?
 What are some ways that healthy families resolve conflict?
 Why do people have friends?
 What is peer pressure?
 What is the difference between positive and negative peer pressure?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.8.B.3*
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> Describe how to show respect 	<i>Health and Wellness (student and</i>	<i>Health and Wellness</i>	<ul style="list-style-type: none"> Smart Board

<p>and earn the respect of others.</p> <ul style="list-style-type: none"> ● List ways to be an advocate for health. ● Describe how to communicate on healthful ways. ● Describe ways to communicate emotions. ● Explain why and how a conflict develops. ● List strategies for resolving conflict. ● Explain how a responsible adult can help with mediation of a conflict. ● Identify actions that help make family relationships strong. ● Describe activities in which families cooperate. ● Explain how families can adjust to change and challenges. ● List ways in which healthy families communicate. ● Describe the importance of friends. ● Identify how to have strong friendships. ● Explain how to avoid cliques. ● Explain how your peers can 	<p><i>teacher edition)</i> <i>Wonder- Novel by RJ Palacio</i> <i>Student Practice Book</i></p>	<p><i>(student and teacher edition)</i> <i>Wonder- Novel by RJ Palacio</i> <i>Student Practice Book</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Applications ● Google Applications ● Laptops
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pressure you.			
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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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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) • Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the

<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>scenes from Harry Potter</p>
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Growth and Development	Pacing:	November
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Unit Summary: This unit examines the structure and function of body systems and the changes that occur as we mature. Students will explore the interdependent of the body systems and the importance of each system.

Objectives:

- Students will be able to understand how the human body is organized.
- Students will be able to identify the functions of the skeletal and muscular systems.
- Students will be able to explain how the circulatory system works together.
- Students will be able to explain how the respiratory system works.
- Students will be able to explain the structure and function of the digestive system.
- Students will be able to explain the structure and function of the nervous system.
- Students will be able to explain the structure and function of the endocrine system.
- Students will be able to explain how the body systems work together.
- Students will be able to describe the changes that occur in infancy and childhood.
- Students will be able to describe the changes that occur in adolescence and adulthood.
- Students will be able to explain how heredity affects development.
- Students will be able to explain why they are unique.

Essential Questions:

What is the advantage of having strong bones?
What does it mean for the body systems to be interdependent?
What are the major parts of the circulatory system?
What can you do to protect your circulatory system?
How do nutrients get into cells?
How do the brain and spinal cord work together?
Why is it important to protect the neck and spine?
What is the purpose of the kidneys?
How is infancy different from childhood?
What are some signs that a person is going through puberty?
How might a person grieve for someone who has died?
Why is it important to start healthful habits now?
What traits can you inherit from your birth parents?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.8.B.3*

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Describe how the human body is organized. ● Identify the functions of the skeletal and muscular systems. ● Explain how body systems work together. ● Explain how the circulatory system works. ● Explain how the respiratory system works. ● Describe the structure and function of the digestive system. ● Describe the structure and function of the nervous system. ● Describe the structure and function of the endocrine system. ● Describe the structure and function of the urinary system. ● Describe the changes that occur in infancy and childhood. ● Describe the changes that occur in adolescence and adulthood. 	<p><i>Health and Wellness Text Student and Teacher Edition</i> <i>Assessment Handbook</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Student Practice Book</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

<ul style="list-style-type: none"> ● Explain how developing healthful habits helps you throughout your life. ● Explain how heredity affects development. ● List factors other than heredity that affect development. ● Explain why you are unique. ● Identify different ways in which people learn. 			
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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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></p>

Think Pair Share
Teacher Observation

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 	<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 	<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

<ul style="list-style-type: none"> • 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. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. 	<ul style="list-style-type: none"> • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>resources.</p> <ul style="list-style-type: none"> • 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) • Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the scenes/settings from Harry Potter
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- **Establish a consistent and daily routine**



**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Nutrition	Pacing:	December
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Unit Summary: This unit will explore the importance of nutrition. The students will develop an understanding of the relationship between nutrition and good health.

Objectives:

- Students will be able to list the important nutrients and the foods that provide them.
- Students will be able to describe how to use the Food Pyramid to plan a balanced diet.
- Students will be able to explain the importance of the Dietary Guidelines.
- Students will be able to describe what information is contained on a food label.
- Students will be able to identify and name influences on food choices.
- Students will be able to explain how to plan well balanced menus.
- Students will be able to explain how pathogens can get into food.
- Students will be able to list and apply safety guidelines for handling food.
- Students will be able to describe the safety and social benefits of table manners.
- Students will be able to explain what weight management is all about.
- Students will be able to explain why and how to find and maintain a healthful weight.
- Students will be able to describe the causes, signs, and treatment of eating disorders.

Essential Questions:

What are six kinds of nutrients the body needs?

Which nutrients are the body's main source of energy?

What are some foods that are made up mostly of fats, oils, and sweets?

What food groups include foods that supply the body with fats?

What is the relationship between being physically active and maintaining a healthful weight?

What factors influence your food choices?

What is the best way to plan meals and snacks?

What information is found on a food label?

How do pathogens get on your food?

What safety guidelines apply to handling food?

What table manners do you follow at the dinner table?

How do you use the abdominal thrust to help someone who is choking?

What is the best way to maintain a healthful weight?

What are some of the signs, causes, and treatment of eating disorders?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.8.B.3*

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Every day you make choices about what foods to eat. ● Food gives your body the nutrients it needs to work and play. ● Some food choices are more healthful than others. ● Choosing healthful foods helps you maintain good health. ● Many factors play a role in your food choices. ● To get what you need from the foods you eat, your choices should add up to a balanced diet. ● Foods that are not handled properly, pathogens can get into it. ● Eating foods with pathogens can make you ill. ● Sometimes pathogens enter food before you buy it. ● Pathogens also can get into food if it isn't properly stored, prepared, or served. 	<p><i>Health and Wellness Text</i> <i>Student and Teacher Edition</i> <i>Assessment Handbook</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness</i> <i>(student and teacher edition)</i> <i>Student Practice Book</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

<ul style="list-style-type: none"> ● Maintaining a healthful weight helps you have energy. ● Maintaining a healthful weight also reduces your risk for some diseases. ● Maintaining a healthful weight also helps you look and feel your best. 			
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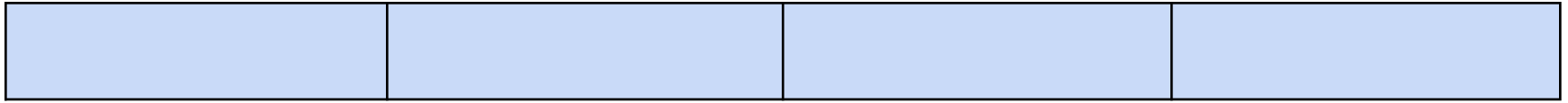
Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></p>

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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 	<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 	<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

<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>growth.</p> <ul style="list-style-type: none"> • 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) • Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the scenes/settings from Harry Potter
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	D.A.R.E Program	Pacing:	January
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Unit Summary: Students will become part of the D.A.R.E Program. For 10 sessions, a D.A.R.E officer will visit the classroom and discuss decision-making for safe and healthy living.

Objectives:

- Students will be able to identify and use effective peer resistance and refusal skills.
- Students will be able to enhance their self esteem.
- Students will be able identify positive alternatives to substance abuse and other destructive behaviors.
- Students will be able to develop skills in risk assessment, decision making and conflict resolution.
- Students will be able to build interpersonal and communication skills.

Essential Questions:

- What is are effective peer resistance and refusal skills?
- What are positive alternatives to substance abuse and other destructive behaviors?
- What is self esteem?
- How can you build your self esteem?

2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
LESSON #1: Purposes and Overview of D.A.R.E. Program LESSON #2: Tobacco and You LESSON #3: Smoke Screen LESSON #4: Alcohol and You LESSON #5: The Real Truth LESSON #6: Friendship Foundations LESSON #7: Putting It Together LESSON #8: Personal Action LESSON #9: Practice! Practice! Practice! LESSON #10: Culmination	<i>D.A.R.E Curriculum</i>	<i>D.A.R.E Officer will provide the materials</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops

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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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 	<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) • Complete Individual projects such as writing an article for

<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>school newspaper or creating a Google slideshow of all the scenes from Harry Potter</p>
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Violence and Injury Prevention	Pacing:	February
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Unit Summary: Students will develop an awareness of potential hazards in the environment that impacts personal health and safety. In addition, students will develop personal safety strategies to reduce the number of injuries to self and others.

Objectives:

- Students will be able to list ways to eliminate common safety hazards at home.
- Students will be able to describe some common fire hazards and some rules for fire safety.
- Students will be able to list ways to eliminate common safety hazards at school.
- Students will be able to describe safety precautions for walking, riding in cars, and using bicycles, scooters, or skateboards.
- Students will be able to list safety rules to follow during different weather conditions and in the water.
- Students will be able to explain how to assess an emergency situation.
- Students will be able to describe how to prepare for an emergency.
- Students will be able to describe what safety measures to take in case of a natural disaster.
- Students will be able to describe how to administer first aid for minor injuries.
- Students will be able to describe CPR and *rescue breathing*.
- Students will be able to list examples of violence.

- Students will be able to describe ways to express anger and resolve conflict without violence.
- Students will be able to explain where victims of violence and abuse can get help.
- Students will be able to describe some characteristics of gangs.
- Students will be able to identify ways to avoid gangs.
- Students will be able to identify ways to avoid weapons.

Essential Questions:

How do you reduce safety hazards at home?

What safety rules should you follow in case of a fire?

What are some of the ways you can stay safe at school?

What are some of the safety precautions pedestrians should follow?

What safety rules should you follow when you ride in a car or bus?

What safety rules should you follow when you ride a bicycle, scooter, or skateboard?

What are some of the safety rules when severe weather conditions are forecast for the area?

What are the safety rules to follow when you are in or near water?

Whom should you call in case of an emergency?

How do you stay safe during a natural disaster?

What is first aid?

Why is it important to learn CPR and *rescue breathing*?

What is discrimination?

How can you express anger to another person without violence?

How can a victim of violence get the help they need?

Why do people join gangs?

Why is it wise to avoid weapons?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2,

2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">● Follow safety rules for my home and school.● Follow safety rules for biking, walking, skating, and swimming.● Follow safety rules for riding in a car or bus.● Follow safety rules for hazardous weather conditions.● Follow safety rules to protect myself from people who might harm me.● Be ready for an emergency.● Be skilled in first aid.● Follow safety rules to protect myself against violence.● Stay away from gangs.● Follow safety rules to reduce	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Auggie and Me- Novel by RJ Palacio</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Student Practice Book</i> <i>Auggie and Me</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Laptops

my risk of injuries			
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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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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) • Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the

<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>scenes/settings from Harry Potter</p>
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Personal Health and Physical Activity	Pacing:	March
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Unit Summary: Students will explore major influences on an individual's health. Personal responsibility is stressed as primary means of promoting health.

Objectives:

- Students will be able to describe the components of a personal health plan.
- Students will be able to explain how to have correct posture.
- Students will be able to explain how personal hygiene can affect personal health, friendships, positive attitude, and self-image.
- Students will be able to describe the health benefits of getting enough sleep.
- Students will be able to describe the structure and function of the eye.
- Students will be able to describe the structure and function of the ear.
- Students will be able to describe the structure and function of the teeth.
- Students will be able to describe the social, emotional, and physical benefits of physical activity.
- Students will be able to list the five kinds of health fitness.
- Students will be able to describe the kinds of fitness skills.
- Students will be able to describe the various kinds of exercise and how they affect the body.
- Students will be able to explain how aerobic and anaerobic exercise benefits the heart and lungs.
- Students will be able to describe the benefits of a good physical education program.

Students will be able to explain the importance of good sportsmanship.
Students will be able to describe safety precautions to take before, during, and after a workout.
Students will be able to explain how to prevent and treat muscle strain and sprains.

Essential Questions:

What is included in a medical checkup?
How do you care for your skin, hair, nails, and clothes?
How does sleep benefit your health?
Why are regular dental checkups important?
How can vision problems be corrected?
Why should you keep music at a low level?
Why is physical education important for students of all ages?
What are the health benefits of a good physical education program?
How does a good physical education program benefit your cardiovascular system?
What six fitness skills can be used during physical activity?
How do you set health goals for fitness?
What are some reasons a warm-up is important before exercise?
What safety equipment can protect you from injury?
Why is it important to be a good sport?
What can you do to prevent sprains and muscle strains?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Have regular checkups. ● Be well groomed. ● Get enough rest and sleep. ● Keep my eyes and ears healthy. ● Follow a dental health plan. ● Get plenty of physical activity. ● Follow safety rules for sports and games. ● Prevent injuries during physical activities 	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Auggie and Me- Novel by RJ Palacio</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Student Practice Book</i> <i>Auggie and Me</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

Formative Assessment Plan	Summative Assessment Plan
<p data-bbox="201 363 932 467"><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 data-bbox="201 508 579 764"> <i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i> </p>	<p data-bbox="999 363 1797 431"><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p data-bbox="999 508 1325 656"> <i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i> </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) • Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the

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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Communicable and Chronic Diseases	Pacing:	April
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Unit Summary: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

Objectives:

- Students will be able to describe how pathogens spread and cause disease.
- Students will be able to explain how pathogens get into the body.
- Students will be able to distinguish between communicable and non-communicable diseases.
- Students will be able to list the stages of disease.
- Students will be able to describe how the body fights illness.
- Students will be able to identify ways to help strengthen your body's immune system.
- Students will be able to list typical symptoms of common diseases.
- Students will be able to identify some common communicable diseases and their treatments.
- Students will be able to list symptoms of heart disease and heart attacks.
- Students will be able to explain how to reduce the risk of heart disease.
- Students will be able to define chronic disease.

Students will be able to describe the effects of cancer on the body.
Students will be able to explain ways to reduce the risk of cancer.
Students will be able to explain what diabetes is, its causes, and how to manage it.
Students will be able to explain what epilepsy and arthritis are and how to manage them.
Students will be able to explain what asthma and allergies are and how to manage them.

Essential Questions:

What is the difference between a communicable disease and a non communicable disease?
What are the four main types of pathogens?
How can pathogens enter your body through your skin?
What happens in the acute period of a disease?
What does an antibody protect you from?
How does avoiding alcohol protect your immune system?
What is a symptom?
What do antibiotics do?
What is the difference between acute and chronic disease?
What is the most common type of heart disease?
How does physical activity help reduce your risk of heart disease?
What is cancer?
How can you reduce your risk of lung cancer?
How can you reduce the risk of type 2 diabetes?
What are some common allergens?
How does exercise help manage arthritis?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1,

2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Choose habits that prevent the spread of germs. ● Recognize symptoms and get treatment for communicable diseases. ● Choose habits that reduce the risk of heart disease. ● Tell ways to manage chronic health conditions. ● Choose habits that reduce the risk of cancer. ● Choose habits that reduce the risk of diabetes. ● Tell ways to manage asthma and allergies 	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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. 	<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) • Complete Individual projects such as writing an article for

<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			school newspaper or creating a Google slideshow of all the scenes/settings from Harry Potter
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Consumer and Community Health	Pacing:	May
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Unit Summary: In this unit, students will understand that a variety of factors influences an individual in his or her selection of health information, products, and services. In addition, students will be able to explore a variety jobs done by health workers and understand what is needed to prepare for a health career.

Objectives:

- Students will be able to explain what health care products and services are.
- Students will be able to describe how technology affects health and health care.
- Students will be able to describe how to make responsible choices about health care products and services.
- Students will be able to describe how to make responsible entertainment choices.
- Students will be able to explain how government and private groups help protect consumers.
- Students will be able to list strategies to manage time and money.
- Students will be able to list the health needs of a community.
- Students will be able to describe how communities meet their health needs.
- Students will be able to explain ways that volunteers can contribute to the health of a community.
- Students will be able to explain where information about health careers is available.
- Students will be able to list some jobs done by health workers.

Students will be able to describe how to prepare for a health career.

Essential Questions:

What is a consumer?
What is the purpose of advertising?
What are two reliable sources of health care information on the Internet?
What does a consumer advocacy group do?
Why is it a good idea to plan a budget?
What is disease prevention?
What does the water and sewer department do?
Why are volunteers important in a community?
How can a mentor help you?
What kinds of health careers are available at a hospital?
What does a nurse practitioner do?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.12.C.1

CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.4, CAEP.9.2.12.C.6, CAEP.9.2.12.C.7, CAEP.9.2.12.C.8, CAEP.9.2.12.C.9, CAEP.9.2.8.B.3

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and

Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Check out sources of health information. ● Check out ways technology, media, and culture influence health choices. ● Choose safe and healthful products. ● Choose healthful entertainment. ● Spend time and money wisely. ● Cooperate with community and school health helpers. ● Learn about health career 	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i> <i>Biztown</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i> <i>Biztown</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

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><i>Rubrics</i> <i>Peer Check</i> <i>Teacher/Student Conference</i> <i>Student Self Reflection</i> <i>Exit Tickets</i> <i>Think Pair Share</i> <i>Teacher Observation</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i></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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services 	<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

<ul style="list-style-type: none"> ● 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 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 	<ul style="list-style-type: none"> ● 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"> ● 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. 	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> ● 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) ● Complete Individual projects such as writing an article for school newspaper or creating a Google slideshow of all the scenes/settings from Harry Potter
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<p>within SIS.</p> <ul style="list-style-type: none">• 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			
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**Quinton Township School District
Health
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Environmental Health	Pacing:	June
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Unit Summary: Students will understand that it is important to take care of the environment for their own personal health as well as others.

Objectives:

- Students will be able to describe what makes a healthful environment.
- Students will be able to explain how air pollution affects the health of the environment.
- Students will be able to explain how noise pollution affects the health of the environment.
- Students will be able to list sources of water and land pollution.
- Students will be able to describe ways to reduce water and land pollution.
- Students will be able to list ways to conserve water.
- Students will be able to list ways to conserve energy.
- Students will be able to explain what it means to precycle, reuse, and recycle.
- Students will be able to list ways to help make a positive environment.

Essential Questions:

What is pollution?

What is noise?

Why do new cars produce less air pollution now than they did years ago?

What is sewage?

What is land pollution?

How do communities get rid of waste?

What does it mean to conserve water?

What is a fossil fuel?

What does it mean to recycle?

How does a positive environment influence your health?

Common Core State Standards/Learning Targets: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.3, 2.1.6.D.1, 2.1.6.D.2, 2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.4, 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3, 2.2.6.D.1, 2.2.6.D.2, 2.2.6.E.1, 2.2.6.E.2, 2.4.6.A.1, 2.4.6.A.2, 2.6.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.12.C.1 CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.4 , CAEP.9.2.12.C.6 , CAEP.9.2.12.C.7 , CAEP.9.2.12.C.8 , CAEP.9.2.12.C.9, CAEP.9.2.8.B.3*
Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Help protect my environment. ● Help keep the air, land, and water clean and safe. ● Help keep noise at a safe level. ● Not waste energy and resources. ● Explain what it means to precycle, reuse, and recycle. ● List ways to help make a positive environment 	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i></p>	<p><i>Health and Wellness (student and teacher edition)</i> <i>Assessment Handbook</i> <i>Student Practice Book</i> <i>Individual Laptops</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Laptops

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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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