

Quinton Township School District
Health
Grade 4

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Character Education/Circulatory System	Pacing:	18 days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Through a novel study, students will explore the injustices of Anne Frank and her family. Students will apply that knowledge and recognize the importance of treating individuals with respect. In addition, students will explore the circulatory system.

Objectives:

- Students will be able to identify injustices committed against Anne Frank and her family
- Students will be able to discuss how what we learned from the Holocaust and how Anne's experience can help us learn how to treat others.
- Students will be able to explain how blood is pumped through the body through a closed system
- Students will be able to identify why they are unique/special.
- Students will be able to describe ways to have a healthy self-concept.
- Students will be able to describe healthful ways to express emotions.
- Students will be able to explain healthful ways to prevent boredom.
- Students will be able to explain the health benefits of a positive attitude.
- Students will be able to list actions to take when they feel left out.
- Students will be able to describe what to do when others try to harm you or another.

Essential Questions:

- Why should you treat others the way you want to be treated?
- Why should you show appreciation for yourself and others?
- How does the Circulatory System work?

Common Core State Standards/Learning Targets:

2.1.5.PGD.1, 18A:25-28, 8.1.5.DA.3, 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3, CAEP.9.2.8.B.3

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 responsible decisions.• Describe the skills you can use in resisting pressure to make a	<p><i>Teacher's Guide AHA Health and Wellness TG and text Lessons A1; A 2, A4,A5;B1, B2,.B3 p. 16</i></p> <p><i>A Picture Book of Anne Frank</i></p> <p><i>Get Real About Violence</i></p> <p><i>Mrs. Hofacker (counselor)</i></p>	<p><i>Teacher's Guide AHA Health and Wellness TG and text Lessons A1; A 2, A4,A5;B1, B2,.B3 p. 16</i></p> <p><i>A Picture Book of Anne Frank</i></p> <p><i>Get Real About Violence</i></p> <p><i>Individual laptops</i></p>	<ul style="list-style-type: none">• Smart Board Applications• Google Applications• Laptops

<ul style="list-style-type: none"> wrong decision. Describe what stress is and how it affects the body. Explain strategies for stress management 			
---	--	--	--

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>Rubrics <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>End of Unit Assessments <i>Mid Year Benchmark Assessment</i> <i>End of year Assessment</i> <i>Completed Projects</i></p>

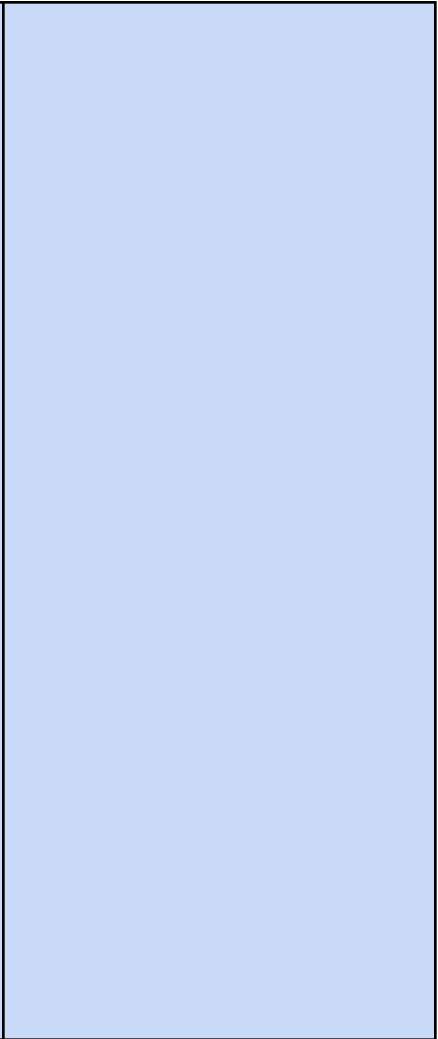
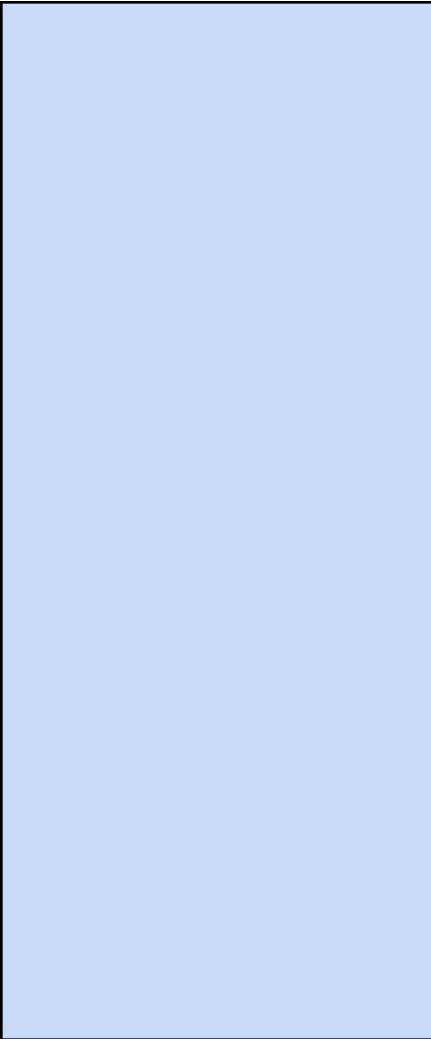
Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> RTI Modify and accommodate as listed in student's 	<ul style="list-style-type: none"> RTI Speech/Language Therapy Rosetta Stone 	<ul style="list-style-type: none"> RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> Organize the curriculum to include more elaborate, complex, and

<p>IEP or 504 plan</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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"> ● 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. 	<p>in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● 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
--	---	--	---

<p>instructional texts.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<p>development of self-understanding of one's relationships with individuals , societal institutions, nature and culture.</p> <ul style="list-style-type: none"> ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
--	---	--	--

- **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.**



**Quinton Township School District
Health
Grade 4**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	1	Unit Title:	Circulatory System	Pacing:	18 Days
------------------------	---	--------------------	--------------------	----------------	---------

Unit Summary: Students will continue to explore the circulatory system and will recognize ways to have a healthy heart.

Objectives:

Students will be able to explain what an involuntary muscle is and how it relates to our circulatory system
Students will be able to explain that the lungs exchange carbon dioxide in the blood for oxygen.
Students will be able to state that a healthy heart is a pump with valves allowing blood to flow in only one direction.
Students will be able to distinguish between arteries and veins and describe their different functions.

Essential Questions:

If your heart could talk, what would it say to you about how it wants to be treated?
How does your heart help you each day?
How does the Circulatory System work?

Common Core State Standards/Learning Targets:

2.1.5.PGD.1, **8.1.5.DA.3**, 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3, *CAEP.9.2.8.B.3*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

<ul style="list-style-type: none"> ● Circulatory System: What does the heart do? ● How does the heart work with the lungs? ● How does blood circulate? 	<i>American Heart Assoc.Lessons 2-4</i> <i>AHA lessons 2-4</i> <i>Mrs. Hofacker: Counselor</i>	<i>American Heart Assoc.Lessons 2-4</i> <i>AHA lessons 2-4</i> <i>Mrs. Hofacker: Counselor</i> <i>Individual Laptops</i>	<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 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate,

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • 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/recommen 	<p>framework</p> <ul style="list-style-type: none"> • 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. 	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • 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.
--	---	---	---

<p>understanding of instructional texts.</p> <ul style="list-style-type: none"> ● 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 	<p>dations</p> <ul style="list-style-type: none"> ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<ul style="list-style-type: none"> ● Provide for the development of self-understanding of one's relationships with individuals, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
--	--	--	---

<p>recorder 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			
---	--	--	--

**Quinton Township School District
Health
Grade 4**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	1	Unit Title:	Drug Resistance Education (SW Council)	Pacing:	18 Days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students will work with a Southwest Council team member/teacher and focus on life skills including risk assessment, decision making, and drug resistance.

Objectives:

Students will be able to distinguish between passive, aggressive and assertive behavior.
Students will be able to Identify short term and long-term goals.

Essential Questions:

Why is it important to show appreciation for yourself and others?
If your organs could talk, what would they say?

Common Core State Standards/Learning Targets:

2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5, 2.3.5.DSDT.1, 2.3.5.DSDT.2, m2.3.5.DSDT.3, **8.1.5.DA.3**, **9.2.5.CAP.1**, **9.2.5.CAP.2**, **9.2.5.CAP.3**, **CAEP.9.2.8.B.3**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Alcohol and Health Tobacco and Health Use resistance skills Stay Drug Free	<i>SW Council Guest Teacher</i> <i>Keeping It Real Student Book</i>	<i>SW Council Guest Teacher</i> <i>Keeping It Real Student Book</i> <i>Individual Laptop</i>	<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 	<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 	<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. 	<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

<ul style="list-style-type: none"> ● 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 	<p>instruction</p> <ul style="list-style-type: none"> ● 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"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>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 individuals , societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
---	---	---	---

<p>recorded reading.</p> <ul style="list-style-type: none">● 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"> • Establish a consistent and daily routine 			
--	--	--	--

Quinton Township School District
Health
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	2	Unit Title:	Character Education	Pacing:	18 Days
------------------------	---	--------------------	---------------------	----------------	---------

Unit Summary: In this unit, students will discover the importance of helping others. Students will host a fundraiser to raise money for the St. Jude Children’s Hospital and pediatric cancer research.

Objectives:

Students will be able to raise money for pediatric cancer research and solve math problems with the money.

Essential Questions:

Why is it important to help others?

Common Core State Standards/Learning Targets:

2.1.2.SSH.1, 2.1.2.SSH.2., 2.1.2.SSH.12.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, [8.1.5.DA.3](#), [9.2.5.CAP.1](#), [9.2.5.CAP.2](#), [9.2.5.CAP.3](#), [CAEP.9.2.8.B.3](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
St. Jude Children’s Research Marathon	<i>St. Jude Children’s Research Hospital</i>	<i>Fundraiser money/donations Individual Laptops</i>	<ul style="list-style-type: none">• Smart Board Applications• Google Applications

			<ul style="list-style-type: none"> 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>Rubrics <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>End of Unit Assessments <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 	<ul style="list-style-type: none"> RTI Speech/Language 	<ul style="list-style-type: none"> RTI Tiered Interventions 	<ul style="list-style-type: none"> Organize the

<ul style="list-style-type: none"> ● 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 	<p>Therapy</p> <ul style="list-style-type: none"> ● 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 	<p>following RTI framework</p> <ul style="list-style-type: none"> ● 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. 	<p>curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● 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
---	---	--	---

<p>words to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> ● 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 	<p>resources/recommendations</p> <ul style="list-style-type: none"> ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<p>and self-directed learning and growth.</p> <ul style="list-style-type: none"> ● Provide for the development of self-understanding of one's relationships with individuals , societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
---	--	--	--

<p>necessary.</p> <ul style="list-style-type: none">● 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			
---	--	--	--

Quinton Township School District
Health
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	2	Unit Title:	Drug Prevention	Pacing:	18 Days
------------------------	---	--------------------	-----------------	----------------	---------

Unit Summary: Students will continue to lead a healthy life by using life skills such as keeping positive goals. In addition, students will understand that eating healthy is part of keeping healthy.

Objectives:

Students will be able to create anti-drug posters that encourage keeping a positive goal instead choosing the destructive drug route.

Students will be able to describe basic human needs and how individuals and families attempt to meet those needs.

Students will be able to discuss how culture, peers, and the media impact the way individuals communicate and express emotions.

Students will be able to identify risks that are involved in everyday activities and relate them to choices.

Students will be able to rank solutions to conflict scenarios.

Students will be able to identify positive qualities in themselves.

Students will be able to identify appropriate values and how they affect your life.

Students will be able to describe energy sources for the body.

Students will be able to identify healthful ways to eat.

Students will be able to explain the importance of reading food labels.

Students will be able to explain how to eat healthfully at fast-food restaurants.

Students will be able to explain how to choose healthful foods.

Students will be able to explain why you need to eat a healthful breakfast.

Students will be able to identify different kinds of emotions.

Students will be able to list actions to take when you feel left out.

Essential Questions:

If your organs could talk, what would they tell you?

Common Core State Standards/Learning Targets:

2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5, 2.3.5.DSDT.1, 2.3.5.DSDT.2, 2.3.5.DSDT.3, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, [8.1.5.DA.3](#), [9.2.5.CAP.1](#), [9.2.5.CAP.2](#), [9.2.5.CAP.3](#), [CAEP.9.2.8.B.3](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Safe Drug Use ● Alcohol and Health ● Tobacco and Health ● Stay Drug Free ● Values ● Nutrition 	<p><i>SW Council Guest Teacher</i> <i>Keeping It Real book</i> <i>Health and Wellness Ch. 2; Ch. 6; Chapter 7</i> <i>Mrs. Hofacker: Counselor</i></p>	<p><i>SW Council Guest Teacher</i> <i>Keeping It Real book</i> <i>Health and Wellness Ch. 2; Ch. 6; Chapter 7</i> <i>Mrs. Hofacker: Counselor</i> <i>Individual Laptops</i></p>	<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 	<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 	<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 	<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

<p>possible</p> <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 	<p>communications for parents in native language</p> <ul style="list-style-type: none"> ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>good behavior and completion of work.</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine. 	<p>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 individuals , societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
---	--	--	--

<p>individualized assistance as necessary.</p> <ul style="list-style-type: none">● 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			
---------	--	--	--

Quinton Township School District
Health
Grade 4

Pacing Chart/Curriculum MAP Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	3	Unit Title:	Stress-Bullying-Char	Pacing:	18 days
------------------------	---	--------------------	----------------------	----------------	---------

			acter Ed-Nutrition--Respec t		
--	--	--	------------------------------------	--	--

Unit Summary: Students will continue to develop an understanding of a healthy lifestyle. Students will show tolerance, empathy, and integrity in their wish for peace.

Objectives:

Students will be able to apply tolerance, empathy, integrity in making their wish for peace
 Students will be able to respond to PowerPoint (Costa Rica); compare NJ to Costa Rica (cultures and traditions); relate comparisons to their migratory bird from Science.
 Students will be able to classify food by calories.
 Students will be able to describe different ways students are mean to each other.
 Students will be able to explain what it was like to be on the Underground Railroad.

Essential Questions:

How do our body systems help us each day?
 Why should you show appreciation for yourself and others?

Common Core State Standards/Learning Targets:

2.1.2.EH.4, 2.1.2.EH.5, 2.3.5.PS.6, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, 2.1.5.SSH.7, 2.1.2.SSH.9, 2.1.5.SSH.3, 2.3.5.PS.5, [8.1.5.DA.3](#), [9.2.5.CAP.1](#), [9.2.5.CAP.2](#), [9.2.5.CAP.3](#), [CAEP.9.2.8.B.3](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
------------------------	----------------------------	--------------------	---------------------

		Materials	
<ul style="list-style-type: none"> • Community and Environmental Health • Mental, Emotional, Family, and Social Health • Growth and Nutrition 	<p><i>Health and Wellness B4:Lesson 3:p. B17-19</i></p> <p><i>Mrs. Hofacker: Counselor PowerPoint(Science cross-curricular)</i></p> <p><i>Miss Annalise: Food Corps Nutrition Label Scavenger Hunt</i></p>	<p><i>Health and Wellness B4:Lesson 3:p. B17-19</i></p> <p><i>Mrs. Hofacker: Counselor PowerPoint(Science cross-curricular)</i></p> <p><i>Miss Annalise: Food Corps Nutrition Label Scavenger Hunt</i></p> <p><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>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></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>	<i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i>
--	--

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. 	<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 resources.
---	--	--	---

<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 	<ul style="list-style-type: none"> ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<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 individuals , societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
---	---	--	---

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

**Quinton Township School District
Health
Grade 4**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	3	Unit Title:	Mental/Emotional Health; Growth and Development	Pacing:	18 days
------------------------	---	--------------------	---	----------------	---------

Unit Summary: Students will explore major influences on an individual's health. Personal responsibility is stressed as the primary means of promoting health.

Objectives:

Students will be able to compose compliments for each other.

Students will be able to explain how pesticides can harm living things; discuss proper washing of food before eating (Cross curricular: migration).

Students will be able to respond to The Lily Cupboard; Compare and contrast to Anne Frank.

Students will be able to explain why empathizing with victims is important.

Students will be able to list factors that affect growth; describe ways that you have changed since birth and how you have changed during childhood; explain the different stages of growth.

Essential Questions:

How does your heart (body systems) help you each day?

Why should you show appreciation yourself and others?

If your organs could talk, what would they tell you?

How can you show appreciation for yourself and others?

Common Core State Standards/Learning Targets:

2.1.4.A.1, 2.1.4.A.2, 2.1.4.C.3, 2.1.4.D.0, 2.1.4.D.1, 2.1.4.E.2, 2.1.4.E.3, 2.1.4.E.4 , 2.2.4.A.0, 2.2.4.A.1, 2.2.4.A.2, 2.2.4.B.1, 2.2.4.B.2,

2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3, 8.1.5.DA.3, 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3, CAEP.9.2.8.B.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Managing Your Emotions ● Resolving conflicts ● When Others Are Unkind ● Your body systems ● Bones, Muscles, and Skin ● Make Responsible Decisions ● Feeling Good About Myself 	<p><i>Health and Wellness C: Lessons 4,5</i> <i>Body Systems Scavenger Hunt</i> <i>Mrs. Hofacker: Counselor</i> <i>Books-Anne Frank and The Lily Cupboard</i></p>	<p><i>Health and Wellness C: Lessons 4,5</i> <i>Body Systems Scavenger Hunt</i> <i>Mrs. Hofacker: Counselor</i> <i>Books-Anne Frank and The Lily Cupboard</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>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></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>	<i>End of Unit Assessments</i> <i>Mid Year Assessment</i> <i>End of Year Assessment</i> <i>Completed Projects</i>
--	--

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 	<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 	<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 	<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

<p>necessary.</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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"> ● 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>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 individuals , societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th
--	---	---	--

<p>students 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.			<p>grade) and Algebra 1 (8th grade)</p> <ul style="list-style-type: none">● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
--	--	--	---

<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.• Establish a consistent and daily routine			
---	--	--	--

**Quinton Township School District
Health
Grade 4**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	4	Unit Title:	Body Systems/Conflict Resolution	Pacing:	18 days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students will understand and summarize concepts related to health promotion and the importance of conflict resolution.

Objectives:

Students will be able to distinguish between conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
Students will be able to participate in dance class.
Students will be able to review all major body systems.
Students will be able to show appreciation for oneself; create "going green" groups and discuss plans on implementing recycling and energy reducing ideas for our school.

Essential Questions:

How does your heart (body systems) help you each day?
Why should you show appreciation yourself and others?
If your organs could talk, what would they tell you?
Why should you treat others the way you want to be treated?
How can you help others stay safe and healthy?

Common Core State Standards/Learning Targets:

2.1.4.A.1, 2.1.4.A.2, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.2, 2.2.4.D.1, 2.5.4.A.1, **8.1.5.DA.3**, **9.2.5.CAP.1**, **9.2.5.CAP.2**, **9.2.5.CAP.3**, **CAEP.9.2.8.B.3**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Responsible Decisions ● Expressing Emotions ● Reducing and Managing Stress ● Your body systems ● Practicing Healthful Behaviors ● A Healthful Environment ● Reducing Pollution ● Conserving Resources 	<p><i>Health and Wellness Ch.5; Ch. 9</i> <i>Mrs. Hofacker: Counselor</i> <i>Miss Annalise Food Corps: Composting</i> <i>Energy Hog</i> <u><i>The Lorax</i></u></p>	<p><i>Health and Wellness Ch.5; Ch. 9</i> <i>Mrs. Hofacker: Counselor</i> <i>Miss Annalise Food Corps: Composting</i> <i>Energy Hog</i> <u><i>The Lorax</i></u> <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 	<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 	<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

<p>smaller components</p> <ul style="list-style-type: none"> • 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 	<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 	<ul style="list-style-type: none"> • 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>changing 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 individuals , societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects such as teaching a guidance lesson about how to treat others to the first and
---	---	--	---

<p>utilize online books, when available, to listen to oral recorded reading.</p> <ul style="list-style-type: none">● 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'			<p>second grade students</p>
---	--	--	-------------------------------------

<p>reading levels.</p> <ul style="list-style-type: none">• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
---	--	--	--

Pacing Chart/Curriculum MAP Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	4	Unit Title:	Going Green/Nutrition	Pacing:	18 days
------------------------	---	--------------------	-----------------------	----------------	---------

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 understand the relationship of keeping a healthy environment and staying healthy.

Objectives:

- Students will be able to identify jobs in the community and why it's good to have a job.
- Students will be able to stay safe at home and school.
- Students will be able to list factors that affect growth.
- Students will be able to describe ways that you have changed since birth and how you are changing during childhood.
- Students will be able to describe changes that will occur in adolescence and adulthood.
- Students will be able to identify the life cycle.
- Students will be able to describe ways to keep your school and community environmentally friendly.
- Students will be able to explain ways to keep the air, water, land clean and safe.
- Students will be able to ride safely.
- Students will be able to be safe from violence.

Essential Questions:

- Why should you show appreciation yourself and others?
- If your organs could talk, what would they tell you?
- How does your heart (body systems) help you each day?

Common Core State Standards/Learning Targets:

2.1.4.A.1, 2.1.4.A.2 , 2.1.4.C.1 , 2.1.4.C.2 , 2.1.4.D.1, 2.1.4.D.3, 2.2.4.B.1, 2.2.4.B.3, 2.2.4.B.4, 2.2.4.C.1, 2.2.4.C.2, 2.2.4.D.1, 2.4.4.A.1, 2.4.4.A.2, 2.4.4.B.1, 2.4.4.C.1, 2.4.4.C.2, [8.1.5.DA.3](#), [9.2.5.CAP.1](#), [9.2.5.CAP.2](#), [9.2.5.CAP.3](#), [CAEP.9.2.4.A.1](#), [CAEP.9.2.4.A.2](#), [CAEP.9.2.4.A.3](#), [CAEP.9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Stages of the Life Cycle ● Your Future Growth ● Car and Bus Safety ● Prevent Falls ● Fire Safety ● Earthquake Safety ● Avoid Poisons ● Being Safe Outdoors (Traffic, Swimming, Weather) ● Car, bus, bike, Scooter, skateboard safety ● Staying Safe at home and in the community ● Causes of Pollution; What we can do to help ● Puberty: What to expect 	<p><i>Health and Wellness C: Chapter 6 lessons 1,2,3,4,6,7</i> <i>Mrs. Hofacker: Counselor</i> <i>Mrs. Chappius</i> <i>Science environmental project(cross-curricular)</i></p>	<p><i>Health and Wellness C: Chapter 6 lessons 1,2,3,4,6,7</i> <i>Mrs. Hofacker: Counselor</i> <i>Mrs. Chappius</i> <i>Science environmental project(cross-curricular)</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>Rubrics Peer Check Teacher/Student Conference Student Self Reflection Exit Tickets Think Pair Share Teacher Observation</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessments Mid Year Assessment End of Year Assessment Completed Projects</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 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school 	<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.

<p>expectations</p> <ul style="list-style-type: none"> • 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 	<p>Dictionary for use</p> <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 	<p>tutoring services</p> <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. 	<ul style="list-style-type: none"> • 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 individuals ,
--	---	---	---

<p>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 	<ul style="list-style-type: none"> ● Establish a consistent and daily routine 		<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
--	--	--	--

<p>technology as appropriate.</p> <ul style="list-style-type: none">● 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			
--	--	--	--

Grade 4

Pacing Chart/Curriculum MAP Key: Careers Technology Interdisciplinary Studies

Marking Period:	4	Unit Title:	Communicable/Chronic Diseases; Careers	Pacing:	18 days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students will explore various careers and the form of training and education it takes to be in various careers. Students will also continue to explore the importance of living a healthy life.

Objectives:

Students will be able to list kinds of pathogens that cause disease; name ways pathogens enter the body; describe habits that keep germs from spreading and identify health careers.

Students will be able to list symptoms and treatments of communicable diseases and childhood illnesses.

Students will be able to apply 4 steps to set health goals.

Students will be able to describe causes of chronic diseases and allergies.

Students will be able to describe ways to take care of your eyes and ears.

Students will be able to describe ways to reduce the risk of type 2 diabetes.

Students will be able to explain what causes a heart attack; list ways to reduce the risk of heart disease and premature heart attack

Students will be able to clean and mulch the garden for community service.

Students will be able to understand how to handle an emergency.

Essential Questions:

How does your heart (body systems) help you each day?

Why should you show appreciation to yourself and others?
 If your organs could talk, what would they tell you?

2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.D.4, 2.3.4.A.1, 2.3.4.B.3., 3.4.C.2, [8.1.5.DA.3](#), [9.2.5.CAP.1](#), [9.2.5.CAP.2](#), [9.2.5.CAP.3](#), [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](#), [PFL.9.1.4.A.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Chronic Disease (Diabetes, Allergies, Asthma) ● Heart Disease ● Cancer ● Pathogens ● Body Defenses ● Ways to Stay Well ● Treating Diseases ● How to Be Ready for an Emergency ● Getting Emergency Help ● First Aid for Breathing ● Sprains, Strains, Burns, Health and Wellness Ch. 8 ● Choking ● Rashes 	<p><i>Health and Wellness Ch. 8</i> <u><i>Sound All Around</i></u></p>	<p><i>Health and Wellness Ch. 8</i> <u><i>Sound All Around</i></u> <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 	<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 	<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 	<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

<p>concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> ● 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 	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> ● 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"> ● 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>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 individuals , societal institutions, nature and culture. ● Continue to offer
---	--	---	--

<p>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			<p>Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</p> <ul style="list-style-type: none">● Individual projects such as teaching a guidance lesson about how to treat others to the first and second grade students
--	--	--	---

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**