

<b>Focus Topic: Wellness (2.1)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• What impact does the stage of life have on wellness?</li> <li>• Why are foods classified?</li> <li>• What impact does wellness have on health conditions?</li> <li>• What makes food healthy?</li> <li>• How do health conditions affect a person's wellness?</li> <li>• How is a situation determined to be abusive?</li> <li>• How can you deal with stress?</li> <li>• What is a stereotype?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices contribute to wellness</li> <li>• Practicing safety promotes healthy conditions</li> <li>• A person expresses emotions in a variety of ways</li> <li>• Abuse is unhealthy</li> <li>• There are strategies to deal with stress</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Personal Growth &amp; Development</b></p> <p>2.1.4.A.1 - Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 - Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW analyze the impact of health choices and behaviors on wellness</li> <li>• TSW describe the physical changes that occur at each stage of life</li> <li>• TSW discuss factors that contribute to intellectual growth and uniqueness</li> <li>• TSW classify foods by food group, food source, nutritional content, and nutritional value</li> </ul>

<p><b>B. Nutrition</b></p> <p>2.1.4.B.1 - Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 - Differentiate between healthy and unhealthy eating practices</p> <p>2.1.4.B.3 - Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 - Interpret food product labels based on nutritional content.</p> <p><b>C. Diseases and Health Conditions</b></p> <p>2.1.4.C.1 - Explain how most diseases and health conditions are preventable</p> <p>2.1.4.C.2 - Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <p>2.1.4.C.3 - Explain how mental health impacts one's wellness.</p> <p><b>D. Safety</b></p> <p>2.1.4.D.1 – Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p>	<ul style="list-style-type: none"> <li>• TSW discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working</li> <li>• TSW investigate ways to treat common childhood diseases and health conditions</li> <li>• TSW explain that some diseases and health conditions are preventable and some are not</li> <li>• TSW identify and describe the signs and symptoms of diseases and health conditions common in children</li> <li>• TSW investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions</li> <li>• TSW discuss myths and facts about mental illness</li> <li>• TSW develop strategies to reduce the risk of injuries at home, school, and community</li> <li>• TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns</li> <li>• TSW explain that abuse can take several forms, including verbal, emotional, sexual, and physical</li> <li>• TSW identify ways to get help from abuse should it be suspected</li> </ul>
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2.1.4.D.2 – Summarize the various forms of abuse and ways to get help.

2.1.4.D.3 – Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4 - Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning

**E. Social and Emotional Health**

2.1.4.E.1 – Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2 – Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3 – Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4 - Summarize the causes of stress and explain ways to deal with stressful situations.

- TSW describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each

- TSW describe how emotions can affect communication, choices, and behaviors

- TSW distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each

- TSW discuss the causes of stress and demonstrate ways to deal with stressful situations

- TSW explain and demonstrate ways to cope with rejection, loss, and separation

- TSW explain how stereotypes influence personal growth and behavior

<b>Focus Topic: Integrated Skills (2.2)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• Why is communication important?</li> <li>• Why is it important to be tolerant of other’s ideas and opinions?</li> <li>• Why are goals important?</li> <li>• How do you make a decision?</li> <li>• Why are character traits important in life?</li> </ul>	<ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Decisions play an important role in everyday life</li> <li>• Character traits are learned</li> <li>• Health decisions are influenced</li> <li>• Community service impacts wellness</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Interpersonal Communication</b>                      2.2.4.A.1 - Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>2.2.4.A.2 - Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p><b>B. Decision Making and Goal Setting</b>                      2.2.4.B.1 - Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 - Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW explain how to determine the validity and reliability of a health resource</li> <li>• TSW present health information, orally and in writing, to peers</li> <li>• TSW describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness</li> <li>• TSW identify and employ ways to improve listening skills</li> <li>• TSW explain how to identify a health problem or issue for possible research</li> <li>• TSW outline the steps to making an effective decision</li> </ul>

2.2.4.B.3 - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. 2.2.4.B.4 - Develop a personal health goal and track progress.

**C. Character Development**

2.2.4.C.1 - Determine how an individual's character develops over time and impacts personal health.

2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.2.4.C.3 - Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

**D. Advocacy and Service**

2.2.4.D.1 – Explain the impact of participation in different kinds of service projects on community wellness.

**E. Health Services and Information**

2.2.4.E.1 – Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4.E.2 - Explain when and how to seek help when experiencing a health problem.

- TSW discuss how parents, peers, and the media influence health decisions and behaviors
- TSW describe ways to support the achievement of health goals
- TSW describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship
- TSW discuss how an individual's character positively impacts individual and group goals and success
- TSW acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments
- TSW demonstrate respect for the opinions and abilities of group members
- TSW develop and articulate group goals
- TSW discuss laws and regulations created to enhance wellness
- TSW organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness
- TSW describe health and fitness services provided in the school and community
- TSW discuss wellness and fitness careers

<b>Focus Topic: Drugs and Medicine (2.3)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• Why are medicines used?</li> <li>• How does tobacco use affect people?</li> <li>• What are the effects of inhalation of substances?</li> <li>• What are means of dealing with addiction?</li> <li>• How do advertising, peers, and adults influence children?</li> </ul>	<ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Some drugs are illegal</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> <li>• Media influences people</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Medicines</b> 2.3.4.A.1 - Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2 - Determine possible side effects of common types of medicines.</p> <p><b>B. Alcohol, Tobacco, and Other Drugs</b> 2.3.4.B.1 - Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4.B.2 - Compare the short- and long-term physical effects of all types of tobacco use.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW identify commonly used medicines and discuss why they are used</li> <li>• TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult</li> <li>• TSW describe the short- and long-term physical effects of tobacco use</li> <li>• TSW discuss the impact of second-hand/passive smoke on the health of nonsmokers</li> </ul>

2.3.4.B.3 - Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 - Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5 - Identify the short- and long- term physical effects of inhaling certain substances.

**C. Dependency/Addiction and Treatment**

2.3.4.C.1 - Identify signs that a person might have an alcohol, tobacco, and/or drug use problem

2.3.4.C.2 - Differentiate between drug use, abuse, and misuse.

2.3.4.C.3 - Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

- TSW identify the physical and behavioral effects of marijuana use

- TSW explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases


- TSW identify where individuals with a substance abuse problem can get help

- TSW differentiate among drug use, abuse, and misuse

- TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs

<b>Focus Topic: Human Relationships and Sexuality (2.4)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• Why are there different kinds of families?</li> <li>• What is puberty?</li> <li>• How does a mother impact her children?</li> </ul>	<ul style="list-style-type: none"> <li>• Every person contributes to the family</li> <li>• A family's success depends on all members within</li> <li>• Culture and traditions influence family development</li> <li>• Every person experiences puberty</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Relationships</b> 2.4.4.A.1 - Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2 - Explain why healthy relationships are fostered in some families and not in others.</p> <p><b>B. Sexuality</b> 2.4.4.B.1 - Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW discuss ways that families adjust to changes in the nature or structure of the family</li> <li>• TSW discuss how culture and tradition influence personal and family development</li> <li>• TSW describe the physical, social, and emotional changes occurring at puberty</li> <li>• TSW discuss why puberty begins and ends at different ages for different people</li> <li>• TSW understand that cells divide to create a fetus/embryo</li> <li>• TSW discuss how the health of the birth mother impacts the development of the fetus</li> </ul>



<p><b>C. Pregnancy and Parenting</b></p> <p>2.4.4.C.1 - Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2 - Relate the health of the birth mother to the development of a healthy fetus.</p>	
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<p><b>Focus Topic: Motor Skill Development (2.5)</b></p>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand?</i></p>
<ul style="list-style-type: none"> <li>• How does practice and effort impact performance?</li> <li>• Why is self-expression important?</li> <li>• Why are strategies important?</li> <li>• What part does participation play in skill development?</li> <li>• What is participation?</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible personal and social behavior are important to demonstrate in physical activity settings</li> <li>• Safety is an important part of physical education</li> <li>• Attitude affects performance</li> <li>• Rules affects both competitive and cooperative play</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Movement Skills and Concepts</b></p> <p>2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW employ the principles of space, effort, and relationships to modify movement</li> <li>• TSW modify movement according to environment</li> <li>• TSW evaluate the critical elements of a movement skill</li> </ul>

2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

**B. Strategy**

2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

**C. Sportsmanship, Rules, and Safety**

2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

- TSW perform planned movement sequences
- TSW discuss how movement activities pose opportunities for self-expression, creativity, and teamwork
- TSW understand that regular participation improves performance
- TSW demonstrate the use of simple strategies
- TSW demonstrate the use of offensive, defensive, and cooperative strategies
- TSW analyze the impact on participation
- TSW describe the use of mental preparation strategies

<b>Focus Topic: Fitness (2.6)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How does fitness affect health and well being?</li> <li>• How does technology affect fitness?</li> <li>• What are the effects of performance enhancing substances?</li> <li>• What is personal fitness?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness is important in order to lead a healthy lifestyle</li> <li>• Fitness activity benefits the physical, social and emotional wellness</li> <li>• Training principles improve personal fitness</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Fitness and Physical Activity</b></p> <p>2.6.4.A.1 - Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2 - Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 - Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 - Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW understand how body systems adapt to regular physical activity</li> <li>• TSW understand how gender, age, heredity, training, and health behaviors impact fitness</li> <li>• TSW describe the relationship between physical activity, healthy eating, and body composition</li> <li>• TSW describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances</li> <li>• TSW use technology to track fitness status</li> <li>• TSW engage in various forms of physical activity</li> <li>• TSW assess personal fitness</li> </ul>

**Literature Connection:**

- Arnie and the New Kid (Nancy L. Carlson) – 2.1
- Character Building Day by Day: 180 Quick Read-Alouds for Elementary School and Home (Louise B. Weldon) – 2.2
- Clown (Quentin Blake) – 2.2
- Ramona's World (Beverly Cleary) – 2.2
- Mrs. Dole Is out of Control! (Dan Gutman) – 2.3
- Judy Moody, M. D. The Doctor is In! (Megan McDonald) – 2.3
- When Someone You Love Has Cancer: A Guide to Help Kids Cope (Alaric Lewis) – 2.3
- Tales of a Fourth Grade Nothing (Judy Blume) – 2.4
- Friendship (Mildred D. Taylor) – 2.4
- Magic School Bus inside the Human Body (Bruce Degen) – 2.4
- Hour of the Olympics (Mary Pope Osborne) - 2.5
- Go Long! (Ronde Barber) - 2.5
- Runaway Ralph (Beverly Cleary)- 2.5
- Active Kids: Fun Ways to Be Active (Kathryn Smithyman) - 2.6
- The Field Day from the Black Lagoon (Mike Thaler) - 2.6

## Technology Integration:

### 8.1 Educational Technology

#### A. Technology Operations and Concepts

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

#### C. Communication and Collaboration

8.1.5.C.1 - Collaborate with peers by participating in interactive digital games or activities.

#### D. Digital Citizenship

8.1.5.D.1 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

#### E. Research and Information Fluency

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking

#### A. The Nature of Technology: Creativity and Innovation

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

#### B. Technology and Society

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

#### C. Design

8.2.5.C.1 - Brainstorm ideas on how to solve a problem or build a product.

#### D. Abilities for a Technological World

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

***Instructional Practices may include (but are not limited to):*** Word processing projects, blogs / internet interactions, online reinforcement sites, food packaging comparisons, data collection, charts / graphs, paint & draw programs, display boards

### Career Ready Practices:

**CRP1. Act as a responsible and contributing citizen and employees** - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP3. Attend to personal health and financial well-being.** - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP5. Consider the environmental, social and economic impacts of decisions.** - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP12. Work productively in teams while using cultural global competence.** - Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***Instructional Practices may include (but are not limited to):*** apply learned skills to promote healthy lifestyles and become productive citizens within a community, understand the importance of an eco-friendly environment, practice proper sportsmanship and team skills

**Interdisciplinary Connections:****Language Arts**

## Reading Literature Text

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

## Reading Informational Text

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

## Writing

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Mathematics**

## Measurement and Data

Represent and interpret data (4.MD.B.4)

## Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems. (4.OA.A.1-3)

**Science**

## 4-ESS3 Earth and Human Activity

4-ESS3-3. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

## 3-5-ETS1 Engineering Design

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**Social Studies**

## A. Civics, Government, and Human Rights

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**Differentiated Instruction\*:**

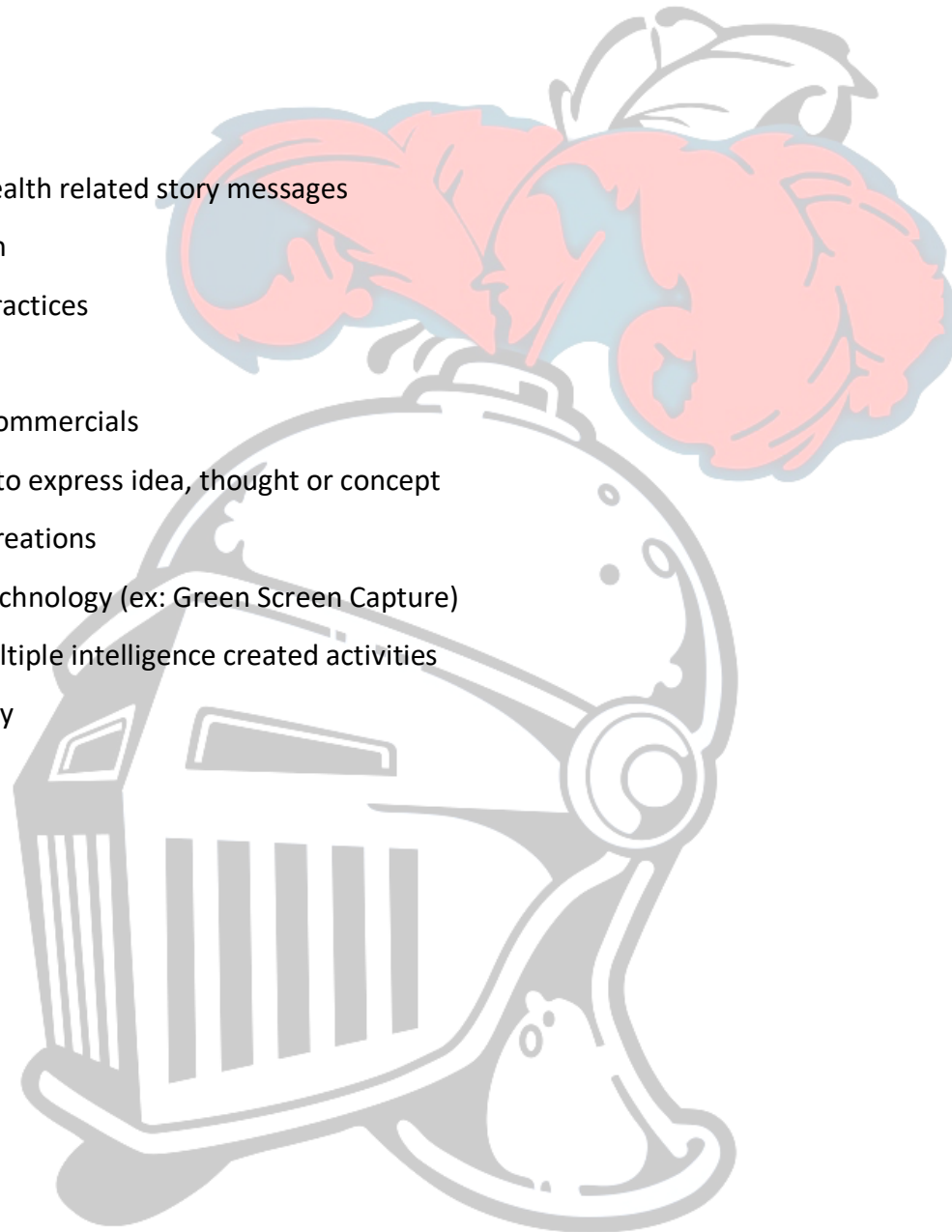
General	Comprehension	Organization	Recall
<ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Extended timelines for assignments</li> <li>• Adjust due dates</li> <li>• Communication (home and school)</li> <li>• Provide study sheets and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Segment information into manageable tasks</li> <li>• Provide concrete directions</li> <li>• Immediate feedback</li> <li>• Emphasize multi-sensory learning</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams and illustrations</li> <li>• Daily planner</li> <li>• Visual and verbal reminders</li> <li>• Color code materials</li> <li>• Provide written agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Display key points in class</li> <li>• Use of graphic organizers</li> <li>• Visual and verbal reminders</li> </ul>
Assistive Technology	Assessments	Behavioral	Processing
<ul style="list-style-type: none"> <li>• Computer / Chromebook</li> <li>• FM System (sound enhancement)</li> <li>• Speech to Text and/or Text to Speech</li> <li>• Whiteboard</li> <li>• Spell checker</li> </ul>	<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Alternative method of response</li> <li>• Read aloud directions</li> <li>• Study guides</li> <li>• Extended time</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• Structured routine</li> <li>• Transitional warnings</li> <li>• Utilize behavior management techniques</li> <li>• Frequent feedback</li> <li>• Simple and clear classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalize prior to writing</li> <li>• Repeat, clarify or reword directions</li> <li>• Breaks between tasks</li> <li>• Transitional warnings</li> <li>• Classroom “buddy”</li> </ul>

\*Integrated accommodations and modifications to support special education students, ELL, and students w/ 504 plans.



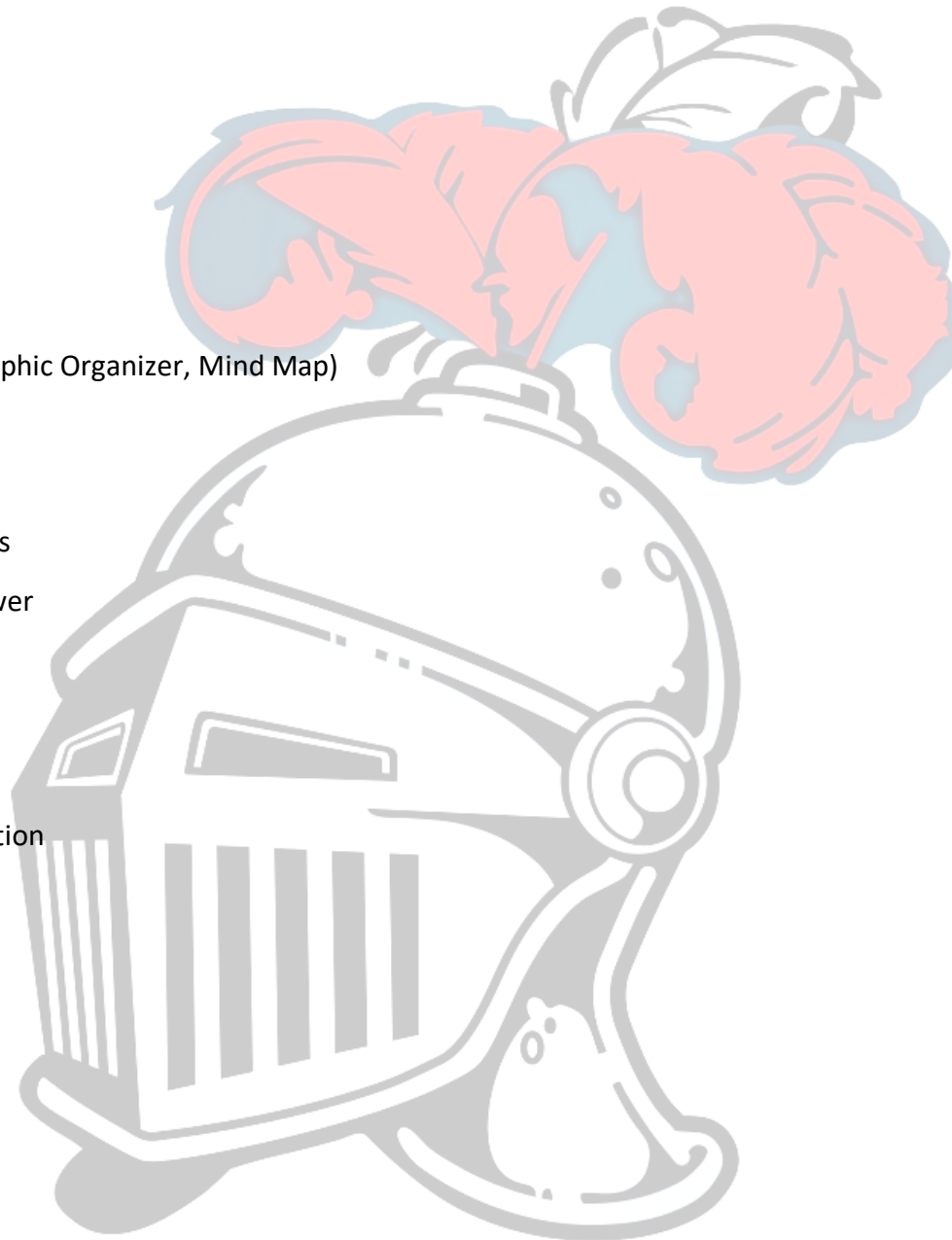
**Enrichment:**

- Word Wall
- Create puppets to retell health related story messages
- Food Pyramid Construction
- Chart and graph healthy practices
- Webquest
- Review of health related commercials
- Create song and/or music to express idea, thought or concept
- Stop Action Animation recreations
- Retelling through use of technology (ex: Green Screen Capture)
- Self selection based on multiple intelligence created activities
- Recreate rules of game play

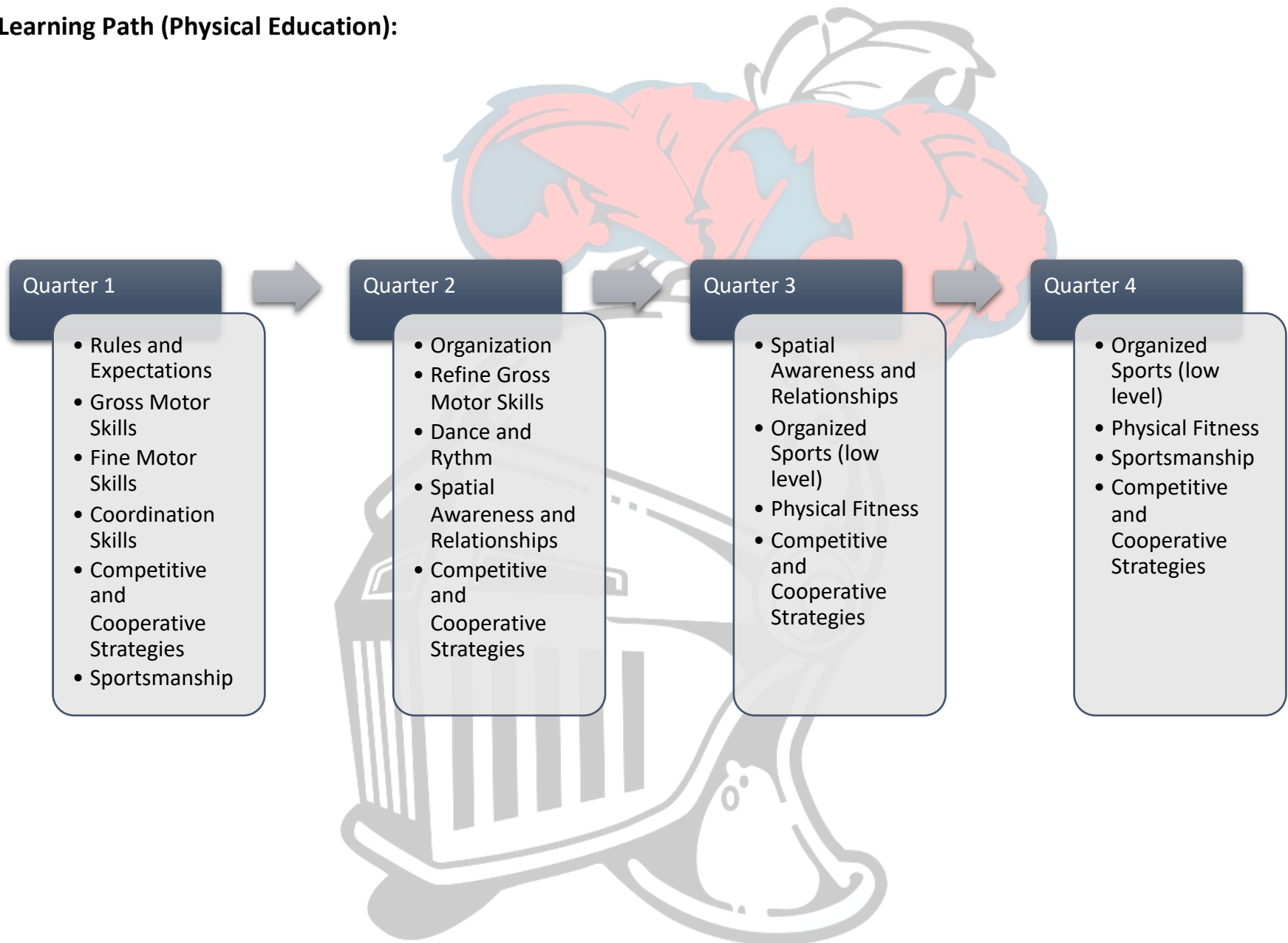


**Assessments:**

- Peer/Self Assessments
- Observations
- Questioning
- Exit Slips
- Visual Representation (Graphic Organizer, Mind Map)
- Kinesthetic Movement
- Benchmarks
- Unit / Chapter Assessments
- DBQs / Essays / Short Answer
- Debate / Oral Report
- Homework
- End of Project Portfolios
- Video / Stop Action Animation



**Learning Path (Physical Education):**



**Learning Path (Health):**

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