



ELMWOOD PARK PUBLIC SCHOOLS

COMPREHENSIVE HEALTH

Grade 3

Prerequisite: Comprehensive Health Grade 2

ABSTRACT

A comprehensive health education program needs to address concerns including nutrition, growth and development, mental health, diseases and disorders, injury prevention and safety, decision-making and goal setting, alcohol, tobacco, and other drugs, as well as human relationships.

The goal of the comprehensive health program is to develop students who are health-literate. Students who are health-literate strive to achieve a high level of physical and mental health. These individuals are better able to contribute to the nation's competitiveness. The knowledge and skills gained from participation in comprehensive health education contributes to a better quality of life for the individual, the family, and the community.



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UNIT #: Unit Title	Unit 1: <i>Personal Growth/Wellness</i>	Unit 2: <i>Community Health Skills</i>	Unit 3: <i>Alcohol, Tobacco, and Drugs</i>
Number of Days	17 Days	17 Days	17 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS--Comprehensive Health and Physical Education)</i>	Wellness 2.1.4 (A.1-2, B.1-4, C.1-3) Personal Growth and Development 2.1.4. A (1-2) Diseases and Health Conditions Cancer Awareness N.J.S.A 18A:30-33 2.1.4.C (1-3) Diseases and Health Conditions Lyme Disease Prevention N.J.S.A 18A:35-4.3 2.1.4.C (1-3)	Wellness 2.1.4.(D.1-4,E.1-2) Safety Accident and Fire Prevention N.J.S.A 18A:6-2 2.1.4.D (1-3) Social and Emotional Health Gang Violence Prevention N.J.S.A 18A:40A-1 2.1.4.E (1-3)	Integrated Skills 2.2.4.(B.1-3) Alcohol, Tobacco, and Other Drugs 2.3.4.B (1-5) Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids N.J.S.A 18A:40A-1 2.3.4.B (1-5) Drugs and Medicine 2.3.4.(A.1-2, B.1-5,C.1-3)



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	<p>Safety Sexual Assault Prevention N.J.S.A 18 A:35-4.3) 2.1.4 D (1-4) 2.1.4.E (1-4)</p> <p>Fitness 2.6.4.A.1 2.6.4.A.4</p> <p>Technology 8.1.5.A.2</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.1.5.CR.1 9.1.5.RMI.1 9.2.5.CAP.5 9.4.5.CI.3 9.4.5.CI.4 9.4.5.CT.1 9.4.5.CT.2</p>	<p>Social and Emotional Health Domestic Violence Education and Child Abuse Education N.J.S.A 18A:35-4.23 2.1.4.E (1-3)</p> <p>Social and Emotional Health Suicide Prevention N.J.S.A 18A:6-111-113 2.1.4.E (1-3)</p> <p>Integrated Skills 2.2.4.(A.1-2, B.1-3, C.1-3, D.1, E.1-2)</p> <p>Technology 8.1.5.A.2</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.1.5.CR.1 9.4.5.CI.1 9.4.5.CT.1 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1</p>	<p>Technology 8.1.5.A.2</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.1.5.FP.3 9.4.5.CT.1 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1</p>
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<p>ENDURING UNDERSTANDINGS: (Students will understand that . . .)</p>	<p><i>Enduring Understandings for Personal Growth and Development</i></p> <ul style="list-style-type: none"> • Choosing a balanced variety of nutritious foods contributes to wellness. • Being able to read a food label and compare it to similar foods can positively affect the way you eat. • The dimensions of wellness are interrelated and impact overall personal well-being. • Applying first-aid procedures can minimize injury and save lives. • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. <p><i>Enduring Understandings for Diseases and Health Conditions: Cancer Awareness</i></p> <ul style="list-style-type: none"> • Cancer is a disease that can affect different//multiple parts of the body. 	<p><i>Enduring Understandings for Community Health Skills</i></p> <ul style="list-style-type: none"> • Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. • Personal core ethical values impact the health of oneself and others. • Many factors at home, school, and in the community impact social and emotional health. • Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. <p><i>Enduring Understandings for Safety: Accident and Fire Prevention</i></p> <ul style="list-style-type: none"> • Accidents can be prevented by taking certain safety steps. 	<p><i>Enduring Understandings for Alcohol, Tobacco, and Other Drugs</i></p> <ul style="list-style-type: none"> • Choices you make with drugs, tobacco and alcohol determine the quality of your life. • Substance abuse is caused by a variety of factors. • There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. <p><i>Enduring Understandings for Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</i></p> <p>Alcohol</p> <ul style="list-style-type: none"> • That alcohol is a drug that affects the way you act, feel, speak, and make decisions. • Alcohol requires a person to be a certain age in order to drink it. • Too much of any type of drug is not good for the body. • Alcohol impacts decision making skills and may cause a person to make an unhealthy decision.
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	<ul style="list-style-type: none"> • Some diseases are contagious and certain diseases like cancer are not contagious. Group diseases that are contagious vs. not contagious. • Cancer is a disease that develops inside a person's body. • Various unhealthy lifestyle habits can increase an individual's chances of developing cancer. • The process of how cancer begins (simple explanation): 1. Something has gone with the body part. 2. The tumor or bad cells develop over time (different lengths of time) 3. The tumor or bad cells may make a person feel sick. • Cancer is more common in adults and the elderly compared to children. • The common signs/symptoms of cancer include: weight loss, fevers, swollen glands, and/or feeling overly tired or sick for a long period of time. 	<ul style="list-style-type: none"> • That accidents do occur and that keeping yourself safe is important. • Accidents are caused by many different actions and activities. • Different safety strategies should be used when at home, in school, and out in the community. • Different safety strategies should be taken when riding a bike. • Different safety strategies for riding in groups or by yourself. • Wearing a helmet is important to protect the outside of your head, but also your brain. • A concussion can happen from bump, blow, or jolt to the head or body that can result in an unhealthy movement to the head and cause the following effects on the body: behavior, thinking, or physical functioning. 	<ul style="list-style-type: none"> • Using effective social skills to say no to peer pressure will help you make you positive decisions. • Determining different types of peer pressure and people that negatively influence our lives. • There are strategies that you can use when dealing with peer pressure and people that influence you. • Alcohol affects different parts of the body and how alcohol travels through the body. • Alcohol use can lead to dangerous and/or violent things and/or events and why it is important to say no to alcohol based on these reasonings. <p>Drugs</p> <ul style="list-style-type: none"> • There are many different types of drugs and not all drugs are bad for our body. • A drug is a chemical that is used to treat, cure, and/or prevent a disease or sickness.
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	<ul style="list-style-type: none"> • To diagnose someone with cancer, he or she must see a medical professional, also known as a doctor. • Alcohol and drug use can lead and/or increase a person's chances of developing cancer. • Smoking can increase a person's chances of developing cancer. Smoking hurts the lungs, mouth, throat, and other parts of the body and these are places that cancer cells and/or tumors can develop. • Being physically active improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, and helps improve blood pressure and cholesterol levels. • Maintaining a healthy diet that focuses on balance, variety, and moderation can prevent cancer. 	<ul style="list-style-type: none"> • How concussions can develop from a bike accident. • Using different hand signals when riding your bike can increase safety. • Different safety strategies should be used when on the internet and/or using social media. • Different decision making skills should be used when using the internet. • Information that you post to the internet can be seen by anyone and that it is important to assess the information that you share on the internet. • People use fictional names on the internet to hide their identity and that there are different safety strategies that should be used when talking to people online. • Different safety strategies should be used to keep yourself and others safe in the water. 	<ul style="list-style-type: none"> • When you are sick, the doctor may give you medicine or your parents/guardians may buy medicine at the store to make you feel better. • There are many illegal drugs that can make you very sick or cause harm to your body. • Drugs affect your mind and can negatively impact your mental health. • There are some drugs that we cannot see and these drugs can be found in drinks, household products, and in medications. • There are many different reasons that teenagers and adults choose to abuse drugs and it is important to practice resistance and the ability to walk away from dangerous situations. • Using effective communication skills to say "no" to drugs and peer pressure will help keep you healthy and safe. <p>Steroids/Anabolic Steroids</p> <ul style="list-style-type: none"> • Steroids are hormones that help with strength and muscle mass.
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	<ul style="list-style-type: none"> • Maintaining a healthy weight will reduce the risk of cancer in adult years. • Raising awareness on cancer will help others live healthy lives and can positively impact mental health. <p>Enduring Understandings for Lyme Disease Prevention</p> <ul style="list-style-type: none"> • Lyme Disease is caused by a bacteria which can be spread to people by certain types of ticks, which are bugs. • The Blacklegged Tick (deer tick) carries Lyme Disease. • There are certain animals that may have ticks on their bodies. • The transmission process that happens when a Blacklegged Tick makes contact with your body. • There are certain signs/symptoms of Lyme Disease to be aware of and that symptoms can appear after short or long periods of time. 	<ul style="list-style-type: none"> • Being aware of the rules that are in place at different swimming areas and why lifeguards are present at these public places. • Different safety strategies to use in the kitchen and/or when cooking to prevent yourself and others from getting injured, burned/cut, or sick. • It is important to take safety strategies when handling uncooked food that could lead to food poisoning. • It is important to take safety strategies when using sharp utensils, glass, and/or other kitchen materials in order to prevent injury. • If there is an accident that cannot be prevented, they need to Call 9-1-1. • When to call 9-1-1. • Telling the operator on the phone about the accident is important and what to say. 	<ul style="list-style-type: none"> • Your body produces some hormones on it's own and those hormones help you cope with stress and growth. • Some steroids are illegal and should never be taken because they can cause serious health problems. • Illegal steroids are commonly used to help improve sport/athletic performance and physical appearance. • There are many negative side effects of anabolic steroid use and that these effects can be life threatening. • Knowing what is right and healthy for you will help you make positive choices against steroid use. • Anabolic steroids can negatively impact our mental health. • Any use of illegal drugs and/or medications and anabolic steroids can lead to addiction. <p>Smoking/Tobacco</p> <ul style="list-style-type: none"> • Tobacco is a drug that is found in cigarettes.
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	<ul style="list-style-type: none"> • Lyme Disease can be prevented through protective measures--proper clothing, using tick repellents, and checking your body. • It is important to tell a trusted adult if you see or think that there is a tick on your body. • Ticks can be removed from a body and that a trusted adult and/or doctor should remove the tick for you. • Raising awareness about Lyme Disease can help others stay protected and be aware of the risks associated with the disease. <p><i>Enduring Understandings for Sexual Assault Prevention</i></p> <ul style="list-style-type: none"> • The characteristics that make up a safe situation and/or environment. • The characteristics that make up an unsafe situation and/or environment. 	<ul style="list-style-type: none"> • Using and applying the basic fire safety rules will increase the chances of making a right decision that can save your life during an emergency. • There are different sources or items that contain heat and fire and the safety procedures for being around these sources. • The heat sources that are safe for young children to use at home compared to the unsafe heat sources that are for adults only. • The items that contain electricity and why electricity can lead to a fire. • Fires need oxygen, heat, and/or fuel to start and if these elements are not present that a fire will not start. • Without oxygen, heat, and fuel, a fire will go out. 	<ul style="list-style-type: none"> • Nicotine is a chemical that is found in tobacco and this chemical is what tends to make smoking addictive. • For individuals that are addicted to tobacco use and smoking, it is challenging to quit. • It is important to make good choices when it comes to smoking because tobacco has many bad (negative) side effects on the body. • There are many health risks associated with tobacco use and smoking. • Different resistant strategies for peer pressure to use against tobacco use and smoking. • Smoking and tobacco use is a costly activity and instead of using money on cigarettes that money can be put towards other healthy lifestyle habits.
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	<ul style="list-style-type: none"> • Explain and identify the difference between private and non-private body parts. • Using effective communication skills is important for both positive and negative consent. • The different types of unsafe environments and people that use effective consent skills are necessary. • Different ways to communicate “no” to situations that make you feel uncomfortable and unsafe. • The differences between appropriate and inappropriate touching. • The importance of telling a trusted adult about inappropriate touching and that you will not get in trouble for this. • Understand why inappropriate touching is not acceptable. • Understanding how there are right and wrong things that occur in society. 	<ul style="list-style-type: none"> • Knowing where fire extinguishers are located and how to use a fire extinguisher can help save and protect yourself and others. <p><i>Enduring Understandings for Gang Violence Prevention</i></p> <ul style="list-style-type: none"> • The purpose and characteristics that define a gang. • Gangs can lead to violent situations and bullying of others. • There are consequences of being in a gang and why gangs should be avoided. • Gangs often involve unhealthy relationships that should be avoided. • People join gangs for various reasons and an alternate option would be to join a healthy and supportive activity. • Gangs can lead to unsafe or dangerous situations that can put your health at risk. 	
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		<ul style="list-style-type: none">• There are health risks that are associated with being in a gang.• There are differences between bullying a person, teasing a person, and being violent towards another person and that an individual's emotional, social, and physical health are at risk.• Having life goals is important and that making good choices always will help you achieve these goals• Being part of a gang can put your future goals at risk.• The importance of telling a trusted adult about personal concerns related to gang violence.	
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		<p><i>Enduring Understandings for Domestic Violence and Child Abuse</i></p> <p>Domestic Violence</p> <ul style="list-style-type: none">• Violence can occur in various situations and in various environments--school, home, and in the community.• That the internet and social media portray violence in different ways and in different situations.• There are differences between bullying, teasing and being violent. (Compare and contrast).• Domestic violence can cause physical, emotional, and social health problems for an individual.• Domestic violence and violence can be prevented by practicing various safety strategies.• Communication with trusted adults can help prevent domestic violence.	
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		<p>Child Abuse:</p> <ul style="list-style-type: none">• The different safety rules for being at home, during the day at school, and out in the community and/or at public places.• The difference between appropriate touching and inappropriate touching and why it is important to tell a trusted adult about unsafe touching.• Everyone has the right to “ownership over their bodies” and that everyone has the right to tell others that they do not want to be touched.• There are differences between safe and unsafe strangers and that safe strangers can be adults that we go to for help.• That it does not matter who it is---friend, parent, or relative--unsafe touching is not acceptable.	
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		<ul style="list-style-type: none">• How the “shot, run, and tell” safety strategy can be used during an unsafe situation and knowing when to use this strategy.• That inappropriate touching and hitting are both wrong and that reporting what happens will help keep you safe.• The importance of personal safety and why it is important to keep your body safe from others.• Everyone has personal boundaries and that we feel more comfortable with people we know compared to people we do not know.• Our personal space is usually the space that we share with our friends and family.• Respecting one another’s personal space and boundaries is important.	
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		<ul style="list-style-type: none">• Setting boundaries with people and activities that we do not like and/or that make us uncomfortable is an important safety strategy.• The “Stranger Safety Protect Yourself” rule can be used in different situations when presented with a challenging choice to make. <p><i>Enduring Understandings for Suicide Prevention</i></p> <ul style="list-style-type: none">• Mental health is an important part of wellness and that it is important to practice healthy lifestyle habits to maintain positive mental health.• Sleep, exercise, and healthy eating help with positive mental health.• Drugs, alcohol, tobacco use, lack of sleep, and lack of exercise can influence negative mental health.	
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		<ul style="list-style-type: none">• Struggles are challenges that individuals go through and everyone experiences different challenges.• Upsetting events and challenges can impact our mental health and there are healthy ways to deal with these struggles.• Talking to a trusted adult about your challenges and how they make you feel is important.• To use your emergency contact list if you are by yourself to call and/or contact a trusted adult if you need help.• If someone else is in your home, at school, or out in the community and needs help, you can also use your emergency contact list.	
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		Enduring Understandings for Climate Change <ul style="list-style-type: none">• Various types of climates in different areas of the world will influence various safety concerns and hazards within the community.• Climate change will contribute to potential extreme high temperatures that could put individuals at risk for various life threatening diseases.• High temperatures caused by climate change can lead to various cardiovascular and respiratory diseases.• Climate change could cause various safety concerns that could alter the daily procedures for fire prevention, gang violence, domestic abuse, child abuse, and suicide prevention.	
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ESSENTIAL QUESTIONS:

(What provocative questions will foster inquiry, understanding, and transfer of learning?)

Essential Questions for Personal Growth and Wellness

- How is my diet healthy or unhealthy?
- How can reading a food label help me make healthier choices?
- How are all of my decisions related to my health?
- How is my mental health related to my physical health?
- What are some specific first aid procedures to help prevent myself from injury?

Essential Questions for Cancer Awareness

- How does cancer develop in the body?
- What unhealthy lifestyle habits can lead to cancer?
- What type of cancer can develop on the outside of the body?
- What are the common age groups of individuals that might develop and/or have cancer?

Essential Questions for Community Health Skills

- How are all of my decisions related to my health?
- What are my true beliefs and values?
- How does my social environment affect my overall health?
- Do I have good character? What are my weaknesses and strengths?

Essential Questions for Accident and Fire Prevention

- What safety strategies can you practice to prevent accidents from happening?
- What safety strategies should you practice when riding a bike?
- Why is wearing a helmet important?
- What is a concussion?
- What safety strategies should you practice when using the internet and/or social media?

Essential Questions for Alcohol, Tobacco, and Other Drugs

- When is it good to use a drug?
- When is it not good to use a drug?
- What is the difference between prescription and over the counter medication?
- Why do so many people use and abuse drugs and alcohol?
- How is wellness affected during the stages of addiction and dependency?
- How can I become sick from being exposed to secondhand smoke?
- How can the media affect a person's decision to do drugs, smoke, or drink alcohol?

Essential Questions for Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids

Alcohol

- What is alcohol?
- What different parts of the body does alcohol affect?
- How are decision making skills impacted by alcohol?

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Aligned to NJSLS-CHPE 2014 & NJSLS-CLKS 2020



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	<ul style="list-style-type: none"> • Why is cancer not a contagious disease? • How do you get diagnosed with cancer? • What healthy lifestyle habits can be practiced to prevent cancer? • How could cancer negatively impact a person's mental health? • What different activities can you do to raise awareness on cancer? • How can random acts of kindness positively impact our mental health and the mental health of others? <p>Essential Questions for Lyme Disease Prevention</p> <ul style="list-style-type: none"> • What is Lyme Disease? • How does one contract Lyme Disease? • What animals carry the Blacklegged Tick? • What are the signs/symptoms of Lyme Disease? 	<ul style="list-style-type: none"> • Which adults can you go to for help if you have concerns about the internet/and or social media? • What safety strategies can you use when swimming or near large bodies of water? • What safety strategies should I practice while in the kitchen and/or cooking? • What unsafe situations could occur in the kitchen? • What are situations in the kitchen that require calling 9-1-1? • What water or swimming situations require calling 9-1-1? • What sources in your home contain heat and/or fire? • What sources in your home contain electricity? • What emergency procedures should you take in the case of a fire? • What are fire extinguishers and where are they located at home and/or in public places? 	<ul style="list-style-type: none"> • What is peer pressure? • How can you say no to peer pressure? • What are different ways to say “no” to alcohol use? • What are different violent situations that alcohol could cause? • What are different tragedies that could occur because of alcohol use? • How can you raise awareness about saying “no” to alcohol use? <p>Drugs</p> <ul style="list-style-type: none"> • What is a drug? • What is the difference between a legal and illegal drug? • What are the side effects of illegal drugs on the body? • Who prescribes you medication when you are sick? • What are common over-the-counter drugs? • How can you say “no” to drug use? • How can you raise awareness about illegal drug use and the side effects?
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	<ul style="list-style-type: none"> • How can you protect yourself and others from Lyme Disease? • What type of environments are likely to have ticks? • What type of projects and/or activities can you do to raise awareness of Lyme Disease? <p>Essential Questions for Sexual Assault Prevention</p> <ul style="list-style-type: none"> • What are safe environments that you have been to and/or know about? • Why are these environments safe? • What are some examples of unsafe environments? • Why are these environments unsafe? • What is considered safe touching? • What is considered unsafe touching? • Who are trusted adults that you can go to with concerns about unsafe touching and/or uncomfortable situations? 	<ul style="list-style-type: none"> • How can you raise awareness on fire safety and accident prevention? <p>Essential Questions for Gang Violence Prevention</p> <ul style="list-style-type: none"> • What is a gang and why do gangs exist? • Why should you avoid being part of a gang? • What are the health risks associated with a gang? • How does being in a gang impact mental health? • What is a life goal? • What are a few life goals that you have? • Why is it important to make positive choices towards our life goals? • How could being part of a gang impact your personal growth? <p>Essential Questions for Domestic Violence and Child Abuse</p> <ul style="list-style-type: none"> • What makes a situation violent? • Where can violence occur? 	<p>Steroids/Anabolic Steroids</p> <ul style="list-style-type: none"> • What is the main difference between a steroid and anabolic steroid? • Why does our body naturally produce hormones? • Why do people use anabolic steroids? • What are the side effects of anabolic steroids on the body? • Why do athletes commonly abuse anabolic steroids? • Why is it wrong to use anabolic steroids to improve athletic/sport performance? <p>Smoking/Tobacco</p> <ul style="list-style-type: none"> • What is tobacco? • What product contains tobacco? • Why is tobacco an addictive drug? • What are the health risks associated with tobacco use? • What parts of the body are negatively impacted by tobacco use? • How can you say “no” to tobacco?
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	<p>Higher Order Thinking Skills/Questions:</p> <ul style="list-style-type: none"> • How could cancer cause stress in a person or other individuals lives? • What healthy coping methods could a person use to deal with cancer? • Is cancer considered a struggle? • What is the process of steps that occur from the time of coming in contact with a tick to being infected? • What characteristics make up a safe environment? • What characteristics make up an unsafe environment? • What are other situations where consent is needed? 	<ul style="list-style-type: none"> • How does the media, social media, and/or the internet explain violence? • What is domestic violence? • How does domestic violence impact mental health? • Why is communicating with a trusted adult important? • What are the different safety rules for being at home? • What are the different safety rules for being out in public? • What are the different safety rules for being at school? • What does it mean “to have ownership of your body?” • What is the difference between safe and unsafe touching? • What are some examples of safe touching? • What parts of the body are considered unsafe? • When should you use the “shot, run, and tell” safety strategy? • What is a personal boundary? 	<ul style="list-style-type: none"> • What are different ways that you can resist peer pressure for tobacco use? • How much does a pack of cigarettes cost? • What other healthy lifestyle needs and habits could you spend money on instead of buying cigarettes? <p>Higher Order Thinking Skills/Questions:</p> <ul style="list-style-type: none"> • What other situations might involve peer pressure? • How is alcohol use presented on the internet and/or on the media? • Why do people commonly abuse illegal drugs? • What does it mean to be addicted to a drug? • How can you improve athletic abilities without the use of drugs? • Besides nicotine, what are other common unhealthy addictions that people have? • What is the average cost of smoking cigarettes for 1 week?
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		<ul style="list-style-type: none">• What does it mean to respect another person's personal space and personal boundaries?• How do you use the "Stranger Safety Protect Yourself" plan?• Who is considered a stranger? <p>Essential Questions for Suicide Prevention</p> <ul style="list-style-type: none">• Why is mental health an important part of your wellness?• What different activities can you do to maintain positive mental health?• What healthy lifestyle habits should you practice daily to help maintain positive mental health?• What unhealthy lifestyle habits for mental health should you avoid?• What is a struggle and what struggles have you dealt with?	<ul style="list-style-type: none">• What is the average cost of smoking cigarettes for 2 weeks?• What is the average cost of smoking cigarettes for 3 weeks?
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		<ul style="list-style-type: none">• How do upsetting events that happen impact our mood and emotions?• Who are the trusted adults that you can go to for help with upsetting events?• If you do not know who to go to, how can you use your emergency contact list? <p>Higher Order Thinking Skills/Questions:</p> <ul style="list-style-type: none">• How does wearing a helmet protect your head from concussions?• What is cyberbullying and how does it relate to internet safety?• What are the risks associated with uncooked food?• How does a fire extinguisher stop or slow down fires?• What is one common reason why teenagers join gangs?• Why are gangs considered to be “violent” or associated with “violence?”	
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		<ul style="list-style-type: none">• How are life goals negatively impacted by being part of a gang and gang violence?• How does seeing violence on the internet or in the media influence people?• If you are unable to find a trusted adult to talk to about a violent situation, what else could you do?• How are personal boundaries and personal space different from one another?• As you get older, should you still practice stranger safety strategies? Why?• What types of struggles do people of different age groups deal with?	
STAGE 2: ASSESSMENT EVIDENCE			



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What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

<p>PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i></p>	<p>Performance Tasks for Personal Growth and Development</p> <ul style="list-style-type: none"> ● Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively. ● Differentiate between healthy and unhealthy eating practices. ● Explain how most diseases and health conditions are preventable. ● Justify how the use of 	<p>Performance Tasks for Community Health Skills</p> <ul style="list-style-type: none"> ● Demonstrate effective interpersonal communication in health and safety related situations. ● Use the decision-making process when addressing health related issues. ● Differentiate between situations when a health-related decision should be made independently or with the help of others. ● Determine how an individual's character develops over time and impacts personal health. ● Explain the impact of 	<p>Performance Tasks for Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> ● Create a class newspaper encouraging others to live a drug free lifestyle ● Create a PSA urging people not to use cigarettes, alcohol or other illegal drugs ● Construct a two columned poster. Put illegal drugs on one side and legal drugs on the other ● Students will state refusal skills to promote abstinence from tobacco, drugs, and alcohol; (2) Students will work in cooperative teams to complete a blindfolded race through an obstacle course by identifying refusal skills. ● Assign each student to ask a smoker (who has been smoking
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	<p>universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <ul style="list-style-type: none"> • Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, (e.g., fire safety, poison safety, accident prevention). • Distinguish among violence, harassment, gang violence, discrimination, and prevent and resolve these types of conflicts. • Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas 	<p>participation in different kinds of service projects on community wellness.</p> <ul style="list-style-type: none"> • Identify health services and resources provided in the school and community addressing health needs and emergencies. • Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. 	<p>for at least 10 years) if they wish they never started smoking. When the class returns the next day, put the results on the board.</p> <p>Performance Tasks for Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</p> <ul style="list-style-type: none"> • Differentiate the differences of alcohol, drugs, tobacco, and anabolic steroids. • Identify the similar side effects that alcohol, drugs, tobacco, and anabolic steroids have on the body. • Explain what an addiction is and how certain drugs contain chemicals that cause addictions. • Justify the importance of saying “no” to illegal drug use from a young age to avoid major health risks as an adult. • Explain what peer pressure is and how as you grow up into your
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	<p>and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>Performance Tasks for Cancer Awareness</p> <ul style="list-style-type: none"> • Explain the process of how cancer develops and how cancer is not contagious. • State a few different types of cancers and the different parts of the body that these cancers are found. • Explain common signs/symptoms of cancer and the importance of seeking 	<p>They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>Performance Tasks for Accident and Fire Prevention</p> <ul style="list-style-type: none"> • Justify how certain accidents can be prevented if specific safety strategies are practiced. • Justify that even with safety strategies practiced that accidents can still happen and that getting help as soon as possible can keep yourself and others out of danger. • Explain that different environments--home, school, and/or the public will require different safety strategies to be practiced. 	<p>teen years that peer pressure becomes more challenging.</p> <ul style="list-style-type: none"> • Identify effective ways to say “no” to peer pressure that involves alcohol use, drug use, and/or tobacco use. • Justify how the money spent on alcohol, illegal drugs, and/or tobacco could be used towards essential life needs or healthy lifestyle activities. • Explain that there are safe situations involving trusted adults in which legal drug use and medications should be used. • State and justify how drug use, alcohol use, and tobacco use can negatively impact mental health. • Justify the importance of practicing healthy lifestyle habits in safe situations. • Justify the importance of raising awareness on alcohol abuse,
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	<p>medical attention.</p> <ul style="list-style-type: none"> • State common unhealthy lifestyle habits that can increase a person's chance of developing cancer. • State healthy lifestyle habits that should be practiced daily to prevent cancer. • Explain how a person's mental health could be negatively impacted by cancer and what positive lifestyle habits could be used to improve mental well being. • Justify the importance of raising awareness on cancer and why this is an important health topic that others should be informed on. <p>Performance Tasks for Lyme Disease</p>	<ul style="list-style-type: none"> • Justify the importance of wearing a helmet when riding a bike to prevent concussions. • Justify the importance of practicing safety strategies when swimming or near large bodies of water and that following the directed rules of the lifeguard can prevent an accident from happening. • Explain the importance of being safe while on the internet and/or social media and that having a trusted adult monitor what you are doing will help keep you safe. • Justify that everything you share and/or post on the internet and/or social media is permanent and that a stranger could see what you are 	<p>illegal use, and addiction in order to inform others on these health and lifestyle issues.</p>
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	<p>Prevention</p> <ul style="list-style-type: none"> • Explain what Lyme Disease is and the transmission process of how the common Blacklegged Tick attaches to the human body. • Explain the side effects and health risks that Lyme Disease has on the body. • Determine the common environments that animals, who carry Lyme Disease may be present in and environments that are commonly free of animals who may carry Lyme Disease. • Determine different ways to protect your body from coming in contact with a tick. • Justify why a trusted adult needs to know about a possible tick on your body. 	<p>sharing.</p> <ul style="list-style-type: none"> • Explain the different safety strategies that should be used when cooking or handling food in the kitchen without the supervision of a trusted adult. • Explain when 9-1-1 should be phoned and how to properly communicate the emergency to the dispatcher. • Identify different sources of heat and fire that are located in your home, at school, and in the community and the specific safety strategies that you should practice around these sources. • Identify different sources of electricity and the safety strategies that should be practiced around these 	
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	<ul style="list-style-type: none"> • Explain why this is an important health topic that others should be informed on and how preventative strategies could save others. <p>Performance Tasks for Sexual Assault Prevention</p> <ul style="list-style-type: none"> • Explain the characteristics that make up a safe situation and/or environment and common places that are identified as safe. • Explain the characteristics that make up an unsafe citation and/or environment and why these places should be avoided. • Explain what consent is and different ways to communicate consent. • Explain what it means to not give consent and the different ways to say “no” to 	<p>sources.</p> <ul style="list-style-type: none"> • Identify the 3 elements that a fire needs to start and that without these elements that a fire will not start. • Identify common places that fire extinguishers can be found if you are at home, at school, or out in public. <p>Performance Tasks for Gang Violence Prevention</p> <ul style="list-style-type: none"> • Explain what a gang is and the purpose of being in a gang. • Explain what violence is and how gangs can lead to a violent and/or unsafe situation. • Identify the consequences of being part of a gang on your life goals and future plans. 	
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	<p>uncomfortable or unsafe situations.</p> <ul style="list-style-type: none"> • Justify that everyone has the right to consent and will choose to give or not give consent depending on the situation. • Distinguish the differences between appropriate and inappropriate touching. • Justify the importance of telling a trusted adult about inappropriate touching that you do not give consent to. • Explaining how society has expectations for what is considered and what is considered wrong and that inappropriate touching is identified as wrong. 	<ul style="list-style-type: none"> • Identify the various mental and physical health risks that are associated with being in a gang. • Justify healthy lifestyle activities that can be taken on instead of choosing to join a gang. • Identifying the life goals that you have and how life goals give us direction and purpose. <p>Performance Tasks for Domestic Violence and Child Abuse</p> <ul style="list-style-type: none"> • Identify the various ways that the internet and/or social media portrays violence to us and what this teaches us about violence. • Identify the differences between bullying, teasing, and being violent towards another person(s). 	
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		<ul style="list-style-type: none">• Explain what domestic violence is and why this happens.• Explain how domestic violence can negatively impact the mental and physical health of others.• Justify the importance of telling a trusted adult about domestic violence or violent situations that are occurring at home, in public, and/or in the community.• Explain what it means to feel safe at home, school, and/or in public places. What characteristics make these places safe for us?• Explain the differences between appropriate and inappropriate touching.	
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		<ul style="list-style-type: none">• Justify that everyone has the right to “ownership over their bodies” and that if you do not want someone to touch that others must respect that.• Explain the difference between safe strangers and unsafe strangers and that there are safe strangers that we can go to for help.• Identify situations that the “shot, run, and tell” safety strategy should be used.• Justify that any form of hitting is wrong and that telling a trusted adult or safe stranger as soon as possible will help keep you safe and out of danger.• Explain the differences and importance of personal space and personal boundaries and how everyone has their own	
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		<p>ideas of these terms.</p> <ul style="list-style-type: none">• Justify the importance of respecting others personal boundaries and personal space preferences.• Explain what the “Stranger Safety Protect Yourself” rule is and how this can protect you when presented with a challenge or unsafe situation. <p>Performance Tasks for Suicide Prevention</p> <ul style="list-style-type: none">• Justify the importance of mental health and that practicing healthy lifestyle habits to maintain positive mental health.• Explain how sleeping, eating right, and daily exercise increase positive mental health.	
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		<ul style="list-style-type: none">• Justify that each person goes through different struggles and that struggles impact our mental health.• Explain that upsetting events that occur in a person's life can negatively impact mental health and that it is important to speak to a trusted adult about these feelings and/or emotions.• Explain what it means to have an emergency contact list and when to use this list of contacts, especially if you are alone and need help.	
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OTHER EVIDENCE:

(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)
(How will students self-assess their learning?)

- Classwork/Homework
- Worksheets
- Test/Quizzes
- Teacher observation
- Projects/Presentations
- Self/Peer Checklists and Evaluations
- Group/Class Discussions
- Rubrics
- **Cancer Awareness:** Creating an awareness poster and/or video
- **Cancer Awareness:** Brain Pop Video and Graded Assessment
- **Cancer Research Project and Presentation**
- **Lyme Disease Prevention:** Create awareness posters to place around the school and outdoor playing areas on Lyme Disease and Preventative strategies.

- Classwork/Homework
- Worksheets
- Test/Quizzes
- Teacher observation
- Projects/Presentations
- Self/Peer Checklists and Evaluations
- Group/Class Discussions
- Rubrics
- **Accident and Fire Prevention:** A research project and presentation on one subgroup of accidents to focus on.
- **Accident and Fire Prevention:** Brain Pop Video and Assessment on Concussions.
- **Accident and Fire Prevention:** Create an at home safety plan for different parts of the house that accidents may occur.
- **Fire Prevention:** A writing prompt on how fires form and the elements that are needed for this formation.

- Classwork/Homework
- Worksheets
- Test/Quizzes
- Teacher observation
- Projects/Presentations
- Self/Peer Checklists and Evaluations
- Group/Class Discussions
- Rubrics
- **Drugs and Alcohol:** Writing prompt on the differences of drugs and alcohol and the effects on the body.
- **Drugs and Alcohol:** Create a poster on saying “no” to peer pressure and what peer pressure is.
- **Drugs:** Compare and contrast charts on legal vs. illegal drugs.
- **Steroids/Anabolic Steroids:** Compare and contrast charts on steroids compared to anabolic steroids.
- **Steroids/Anabolic Steroids:** Writing prompt on why anabolic (illegal) steroids goes against sportsmanship and athletics.



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	<ul style="list-style-type: none"> • Lyme Disease Prevention: Create a google slides presentation that presents “real life” images of different outdoor areas/risks that Lyme Disease may be present. • Lyme Disease Prevention: Research and present the different protective measure options and how these protective measures work. • Sexual Assault Prevention: Writing prompt on safe environments compared to unsafe environments. • Sexual Assault Prevention: Create a poster on precepts and how these are considered the “right” expectations in society. 	<ul style="list-style-type: none"> • Gang Violence Prevention: A writing prompt on what a gang is and why gangs should be avoided (opinion based) • Gang Violence Prevention: A writing prompt on life goals and why it is important to keep these goals. Reflect on how gang violence may impact these goals. • Gang Violence Prevention: Raising awareness on gang violence and personal safety by creating a poster with accurate research. • Domestic Violence and Child Abuse: Create a comparison chart that focuses on bullying, teasing, and being violent. • Domestic Violence and Child Abuse: Being able to identify proper communication strategies based on different scenarios. 	<ul style="list-style-type: none"> • Smoking/Tobacco: Awareness poster on saying “no” to tobacco products. • Smoking/Tobacco: Research project and presentation on a tobacco product and the negative side effects of this product.
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		<ul style="list-style-type: none"> • Domestic Violence and Child Abuse: Writing prompt on the concept of “ownership over their bodies” and what this means. • Domestic Violence and Child Abuse: Awareness poster on the “shot, run, and tell” safety strategy and identify different situations that this strategy can be used. • Suicide Prevention: Create a wellness chart and describe each component of wellness. • Suicide Prevention: Writing prompt on a personal struggle and how to overcome a struggle. • Suicide Prevention: Creating a personal emergency contact list. • Suicide Prevention: Create an awareness poster on positive mental health concepts and negative mental health concepts. 	
RESOURCES:	<ul style="list-style-type: none"> • Student Workbook • Digital Textbook 	<ul style="list-style-type: none"> • Student Workbook • Digital Textbook 	<ul style="list-style-type: none"> • Student Workbook • Digital Textbook



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	<ul style="list-style-type: none"> • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • Brain Pop.--easy/hard quiz • https://www.brainpop.com/health/ • EDPuzzle--videos and assessment questions • Kahoot • Mix and Match Activities • Small Group Stations • Cancer Awareness: Kids Health: What is Cancer? https://kidshealth.org/en/kids/cancer.html • Cancer Awareness: How to Talk to Kids about Cancer https://www.cancer.org/content/dam/cancer-org/online-documents/en/pdf/schools-vs-cancer/WF0082.81_MKT_Schools-vs-Cancer-Elementary-Teachers-Guide.pdf • Lyme Disease Prevention: Global Lyme Disease 	<ul style="list-style-type: none"> • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • Brain Pop.--easy/hard quiz • https://www.brainpop.com/health/ • EDPuzzle--videos and assessment questions • Kahoot • Mix and Match Activities • Small Group Stations • Accident and Fire Prevention Resources: Kid's Health Teacher's Guide Fire Safety Grades 3-5 https://classroom.kidshealth.org/classroom/3to5/personal/safety/fire_safety.pdf • Accident Prevention--Food Safety: Kids Health Teacher's Guide Food 	<ul style="list-style-type: none"> • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • Brain Pop.--easy/hard quiz • https://www.brainpop.com/health/ • EDPuzzle--videos and assessment questions • Kahoot • Mix and Match Activities • Small Group Stations • Alcohol Education: Kids Health Problems Series Grades 3-5 https://kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf • Drug Education: Kids Health Problems Series Grades 3-5 https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf • Smoking/Tobacco Education: Kids Health Problems Series Grades 3-5 https://kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf
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	<p>Curriculum Teacher's Guide 3-5:https://globallymealliance.org/wp-content/uploads/2017/08/GLA_3rd_curriculum_FINAL2017.pdf</p> <ul style="list-style-type: none"> • Lyme Disease Prevention: Understanding Tick Bites and Lyme Disease:https://www.cdc.gov/lyme/resources/toolkit/factsheets/Hooks_Ticks-and-Lyme-Disease-508.pdf • Sexual Assault Prevention: K-12 Sexual Assault & Abuse Prevention https://www.newhtfd.org/cms/lib/CT01000055/Centricity/Domain/19/sexual_assault_abuse_prevention_awareness.pdf • Sexual Assault Prevention: Kid Power Take Charge of Your Safety https://www.kidpower.org/programs/sexual-abuse-prevention/ 	<p>Safety: https://classroom.kidshealth.org/classroom/3to5/personal/safety/food_safety.pdf</p> <ul style="list-style-type: none"> • Gang Violence Prevention: https://www.ncjrs.gov/pdffiles1/nij/244146.pdf • Gang Violence Prevention: https://www.cdc.gov/violenceprevention/youthviolence/fastfact.html • Domestic Violence Education: Listening and Talking to your Child about Domestic Violence https://www.netsn.org/sites/default/files/resources/childre_n_domestic_violence_listening_talking_to_your_child.pdf • Domestic Violence Education: https://www.cdc.gov/HealthyYouth/HECAT/pdf/HECAT_Module_V.pdf • Child Abuse Education: Protect Yourself Rules K-3 https://fightchildabuse.org/pr 	
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		<p>protect-yourself-rules/grades-k-3/</p> <ul style="list-style-type: none">• Child Abuse Education: Grade 3 Lesson Plans file:///Users/jenniferross/Downloads/Grade3%20(1).pdf• Suicide Prevention: K-12 Toolkit For Mental Health Promotion and Suicide Prevention https://www.sccgov.org/sites/bhd/Services/SP/Documents/2017/heard-toolkit-07-01-17.pdf• Suicide Prevention: PBS Kids-Personal, Mental, and Emotional Health https://nj.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/mental-and-emotional-health/emotional-health/• Suicide Prevention: Stress: Kids Health Grades 3-5 https://classroom.kidshealth.org	
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		rg/classroom/3to5/problems/emotions/stress.pdf <ul style="list-style-type: none"> • Suicide Prevention: Feeling Sad: Kids Health Grades 3-5 https://classroom.kidshealth.org/classroom/3to5/problems/emotions/sad.pdf	
<p align="center">STAGE 3: LEARNING PLAN</p> <p align="center"><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i></p>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	Skills and Topics for Personal Growth and Wellness <ul style="list-style-type: none"> • The physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Healthy eating provides energy, maintains healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Difference between healthy and unhealthy eating practices. 	Skills and Topics for Community Health Skills <ul style="list-style-type: none"> • Effective interpersonal communication in health and safety related situations. • Use the decision making process when addressing health related issues. • Between situations when a health related decision should be made independently or with the help of others. • Determine how an individual's character develops over time and 	Skills and Topics for Alcohol, Tobacco and Drugs <ul style="list-style-type: none"> • Distinguish between over the counter and prescription medicines. • Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. • Compare the short and long term physical effects of all types of tobacco use. • Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.



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	<ul style="list-style-type: none"> • How are most diseases and health conditions preventable? • How the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environment controls prevent diseases and health conditions. • The characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home (e.g., fire safety, poison safety, accident prevention) • Distinguish among violence, harassment, and gang violence, discrimination to prevent and resolve these types of conflicts. <p>Skills and Topics for Cancer Awareness</p> <ul style="list-style-type: none"> • How cancer develops in the body and that someone may not appear “sick” from the outside. 	<p>impacts personal health.</p> <ul style="list-style-type: none"> • Explain the impact of participation in different kinds of service projects on community wellness. • Identify health services and resources provided in the school and community addressing health needs and emergencies <p>Skills and Topics for Accident and Fire Prevention</p> <ul style="list-style-type: none"> • Effective safety strategies can prevent various accidents from occurring. • Determine the different safety strategies to use depending on the environment and/or activity. • The various health risks that are associated with different activities. • Explain what a concussion is and how this can negatively impact a person’s mental and physical well being. 	<ul style="list-style-type: none"> • Differentiate between drug use, abuse, and misuse. <p>Skills and Topics for Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</p> <ul style="list-style-type: none"> • Compare and differentiate the effects that alcohol, illegal drugs, tobacco, and anabolic steroids have on the body. • Determine how an individual’s decision making skills are negatively impacted by alcohol and/or illegal drug use. • Determine how peer pressure could influence an individual to try and/or abuse alcohol, drugs, anabolic steroids, and/or tobacco. • Explain why drugs and alcohol can be addictive substances. • Distinguish the differences of legal medications/over the counter drugs compared to illegal drugs. • Distinguish the differences of steroids and anabolic steroids.
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	<ul style="list-style-type: none"> • Identify different types of cancer and the different parts of the body that are affected. • That everyone has “good and bad cells” and that it is common in older aged adults for cells to become cancerous due to lifestyle habits. • Unlike other diseases and illnesses that cancer is not contagious and that being around someone who has cancer will not put your health at risk. • Identify the healthy lifestyle habits that should be practiced daily in order to prevent cancer. • Identify how cancer can impact a person’s mental and physical health. • How raising awareness on cancer can help others understand this complex disease and become motivated to practice a lifestyle of healthy habits. 	<ul style="list-style-type: none"> • Using appropriate and effective decision making skills when using the internet and/or social media. • Explain the importance of following specific safety rules and procedures that are provided by trusted adults to keep individuals safe. • Distinguish specific safety strategies to follow in order to prevent accidental illnesses. • Distinguish various scenarios/situations that 9-1-1 should be phoned for. • Distinguish the different safety strategies to practice when around sources of heat, fire, gas, and/or electricity. <p>Skills and Topics for Gang Violence Prevention</p> <ul style="list-style-type: none"> • The characteristics that make up a gang and the common reasons an individual may have for joining a gang. 	<ul style="list-style-type: none"> • Identify healthy lifestyle activities and habits that should be focused on instead of turning to illegal drug use, alcohol use, and/or tobacco use. • Distinguish various ways to say “no” to alcohol, drug use, anabolic steroids, and/or tobacco use. • Explain the importance of raising awareness or creating a campaign against illegal drugs, alcohol, and /or tobacco use to inform other individuals on the dangers, risk factors, health risks of getting involved with these substances. • Explain the importance of focusing on healthy lifestyle activities, habits, and goals.
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	<ul style="list-style-type: none"> Kindness improves mental health and that small acts of kindness can help improve the life of someone struggling. <p>Skills and Topics for Lyme Disease Prevention</p> <ul style="list-style-type: none"> Lyme Disease comes from a certain tick and a common one is the Blacklegged Tick that if a person comes in contact with this tick that he or she should seek medical assistance. That not every animal is going to carry Lyme Disease but that it is important to be cautious when around certain animals. How ticks are commonly found in certain environments and less commonly seen in other environments. Identifying the common signs/symptoms of Lyme Disease. Identifying the preventative strategies to take to prevent Lyme Disease. 	<ul style="list-style-type: none"> Determine the mental and physical health risks that are associated with being in a gang. Determine the long term consequences that being in a gang will have on your social, emotional, and occupational wellness. How to talk to a trusted adult about gang violence and concerns that an individual may have. <p>Skills and Topics for Domestic Violence and Child Abuse</p> <ul style="list-style-type: none"> Identifying common environments that violence occurs in. Identifying the common characteristics that make an individual violent. Explain what domestic violence is and the impact that it has on individual(s). Identify safety strategies to prevent domestic violence. Identifying when and who to 	
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	<p>Skills and Topics for Sexual Assault Prevention</p> <ul style="list-style-type: none"> • Differences between safe and unsafe situations and/or environments. • How there private and non-private body parts. • How to use effective communication skills for both positive and negative consent. • Distinguish between appropriate touching and inappropriate touching. • Why inappropriate is unsafe and wrong. • The importance of communicating with trusted adults when inappropriate touching or unsafe events occur in your life. • Identify the differences of what makes something right compared to what makes something wrong and how these are societal expectations. 	<p>talk to about domestic violence.</p> <ul style="list-style-type: none"> • Determine the difference between appropriate and inappropriate touching. • Explain how each individual develops their own idea of personal space, personal boundaries, and ownership of their body. • Distinguishing the differences between safe and unsafe strangers and who to go to for help. • How any form of hitting is not acceptable and the importance of reporting these situations to safe strangers and/or a trusted adult. • Identifying when to use the “Stranger Safety Protect Yourself” rule. <p>Skills and Topics for Suicide Prevention</p> <ul style="list-style-type: none"> • Identifying how mental health influences our daily lives and the importance of mental health. 	
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		<ul style="list-style-type: none"> • Determine the factors that influence positive mental health compared to the factors that influence negative mental health. • Distinguish the ideas of struggles and upsetting events that occur in an individual's life and the effects these concepts have on mental health. • How effective communication skills with a trusted adult and/or safe stranger can help you overcome these struggles and upsetting times. • Identifying when to use your emergency contact list if you are alone and in need of help. 	
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are</i>	<u>Cross-Curricular:</u> Using technology for teaching and learning and to compare healthy habits around the world. In addition, technology based learning videos will be utilized to demonstrate safety procedures and strategies of disease prevention. The use of this technology will promote	<u>Cross-Curricular:</u> Using technology for teaching and learning to compare values and beliefs in different countries and how our health community is greater than most countries. In addition, technology based learning videos will be utilized to demonstrate safety and prevention	<u>Cross-Curricular:</u> Using technology for teaching and learning to compare drug, alcohol, and tobacco habits around the world. In addition, technology based learning videos will be utilized to demonstrate positive decision making skills for drug, alcohol, tobacco, steroid, and other dangerous substance use. The



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<p><i>included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i></p>	<p>comprehension and assessment skills.</p> <p>Social Studies (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.</p> <p><u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles.</p> <p>Cancer Awareness Activities for Special Education/504:</p> <ul style="list-style-type: none"> • Students can complete the “easy” assessment on BrainPop. • There will be no time restraint for the assessment. • Assessment can be “open notes” by using the study resources and learning tools provided by Brain Pop. 	<p>strategies for violence and suicide prevention. The use of technology will promote comprehension and assessment skills.</p> <p>Social Studies (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.</p> <p>Science (3-ESS3-1)</p> <ul style="list-style-type: none"> • Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. <p><u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles.</p>	<p>use of technology will promote comprehension and assessment skills. Use of math data to analyze the amount of drug use and abuse in our country and how it has been on the rise. Use of math skills to calculate and contextualize the cost of smoking cigarettes.</p> <p>English Language Arts (RI.3.2) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Social Studies (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.</p> <p><u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles.</p> <p>Drugs, Alcohol, Anabolic Steroids,</p>
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	<p>Lyme Disease Prevention Activities for Special Education/504:</p> <ul style="list-style-type: none"> • Pre-teach materials will be provided to create the google slides. • Copy of Lyme Disease notes and content will be provided after student attempts to research. <p>Sexual Assault Prevention Activities for Special Education/504:</p> <ul style="list-style-type: none"> • A model/example will be provided for the writing prompt. • Highlighting of critical information to use from the guided notes. <p><u>Special Education/504:</u></p> <ul style="list-style-type: none"> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices • Study sheets • Study buddy • One-to-one instruction 	<p>Accident and Fire Prevention Activities for Special Education/504:</p> <ul style="list-style-type: none"> • Small group instruction for research and presentation guidelines. • Models will be provided for writing based activities. <p>Gang Violence Prevention Activities for Special Education/504:</p> <ul style="list-style-type: none"> • A model will be provided for writing information. • Guided notes will be provided. <p>Domestic Violence and Child Abuse Activities for Special Education/504:</p> <ul style="list-style-type: none"> • Alternative formatting can be used for the comparison chart. • Pre-teach materials on bullying, teasing, and being violent. • Highlighting of critical information for the writing prompt. <p>Suicide Prevention Activities for</p>	<p>Tobacco, and Controlled Dangerous Substances-Activities for Special Education/504:</p> <ul style="list-style-type: none"> • Alternate activities can be provided in place of the awareness poster. • Difficulty level of research content will be adjusted based on student needs. • Directions will be given in small distinct steps for comparison charts. <p><u>Special Education/504:</u></p> <ul style="list-style-type: none"> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices • Study sheets • Study buddy • One-to-one instruction <p>Specific modifications for this particular unit may include: ELL for Drugs, Alcohol, Anabolic Steroids, Tabacca, and Controlled</p>
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	<p>Specific modifications for this particular unit may include:</p> <p>ELL for Cancer Awareness Activities:</p> <ul style="list-style-type: none"> Brain Pop ESL can be used and/or communication with the ESL Teacher prior to assessment. Extended Time and/or eDictionaries can be used. <p>ELL for Lyme Disease Prevention Activities:</p> <ul style="list-style-type: none"> Emphasis on the important vocabulary words/terms to research. Visual Aids and models will be provided. <p>ELL for Sexual Assault Prevention:</p> <ul style="list-style-type: none"> Simplified instructions for writing prompt. Graphic organizer for important vocabulary. 	<p>Suicide Prevention:</p> <ul style="list-style-type: none"> A model will be provided after student attempts. Response can be a short answer instead of open response. <p><u>Special Education/504:</u></p> <ul style="list-style-type: none"> Pre-assessment Compacting and modified assignments/assessments as per IEP/504 plan Product choices Study sheets Study buddy One-to-one instruction <p>Specific modifications for this particular unit may include:</p> <p>ELL for Accident and Fire Prevention:</p> <ul style="list-style-type: none"> Brain Pop assessment can be provided on a hard copy and presented in matching an/or multiple choice format. Extra time provided for the project. 	<p>Dangerous Substances Activities:</p> <ul style="list-style-type: none"> Graphic organizer for writing prompt. Writing prompts and/or ideas can be expressed orally. Simplified directions for research and presentation projects. <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Pre-Assessment Grouping Pace Adjustment Audio/Visual Support Focus on vocabulary Deliver content in chunks Tiered assignments <p>Specific modifications for this particular unit may include:</p> <p>Drugs, Alcohol, Anabolic Steroids, Tobacco, and Controlled Dangerous Substances: At Risk:</p> <ul style="list-style-type: none"> Technology can be used as needed for each assessment Jigsaw groups for comparing and contrasting major concepts. Writing prompts can be expressed verbally. <p><u>At Risk:</u></p>
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	<p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> • Pre-Assessment • Grouping • Pace Adjustment • Audio/Visual Support • Focus on vocabulary • Deliver content in chunks • Tiered assignments <p>Specific modifications for this particular unit may include:</p> <p>Cancer Awareness: At Risk:</p> <ul style="list-style-type: none"> • Students can use the map learning tool on Brain Pop. • Technology used for research projects. <p>Lyme Disease Prevention: At Risk:</p> <ul style="list-style-type: none"> • Graphic organizer for project. • Vocabulary self collection strategy should be applied to gather research for the poster. 	<p>ELL for Gang Violence Prevention Activities:</p> <ul style="list-style-type: none"> • Visual aids and/or models for the awareness poster. • Instructions provided at appropriate reading level. <p>ELL for Domestic Violence and Child Abuse Activities:</p> <ul style="list-style-type: none"> • KWL Chart for learning the differences between key terms and concepts. • Instructions for writing prompt provided at an appropriate reading level. <p>ELL for Suicide Prevention Activities:</p> <ul style="list-style-type: none"> • Language simplified emergency contact sheets can be created. • Graphic organizer for writing 	<ul style="list-style-type: none"> • Pre-Assessment • Compacting and modified assignments • Graphic organizer • Key takeaways • Mnemonic devices • Provide notes <p>Specific modifications for this particular unit may include:</p> <p>Gifted and Talented: Alcohol, Drugs, Anabolic Steroids, Tobacco, and Controlled Dangerous Substances:</p> <ul style="list-style-type: none"> • Pretest for students to demonstrate knowledge on various topics. • Students will be given choices on which assessments to complete. • Students will be taught various ways to research independently. <p><u>Gifted & Talented Students:</u></p> <ul style="list-style-type: none"> • Enrichment and extension of lessons • Tutoring of peers • Independent learning opportunities
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	<p>Sexual Assault: At Risk:</p> <ul style="list-style-type: none"> • Writing prompt ideas can be expressed verbally. • Graphic organizer for poster ideas and research. <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> • Pre-Assessment • Compacting and modified assignments • Graphic organizer • Key takeaways • Mnemonic devices • Provide notes <p>Specific modifications for this particular unit may include:</p> <p>Gifted and Talented: Cancer Awareness:</p> <ul style="list-style-type: none"> • Multimedia presentations and/or allowing students to decide how to present the content. • Students can select the “hard” quiz on Brain Pop. <p>Gifted and Talented: Lyme Disease</p>	<p>prompt.</p> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> • Pre-Assessment • Grouping • Pace Adjustment • Audio/Visual Support • Focus on vocabulary • Deliver content in chunks • Tiered assignments <p>Specific modifications for this particular unit may include:</p> <p>Accident and Fire Prevention: At Risk:</p> <ul style="list-style-type: none"> • Writing prompts can be expressed verbally. • Technology use as needed. <p>Gang Violence Prevention: At Risk:</p> <ul style="list-style-type: none"> • Writing prompt ideas can be expressed verbally. • Vocabulary Self-Collection Strategy can be used for glad setting assessment and/or the 	<ul style="list-style-type: none"> • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations
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	<p>Prevention:</p> <ul style="list-style-type: none"> Challenge questions can be added to different assessments. <p>Gifted and Talented: Sexual Assault Prevention:</p> <ul style="list-style-type: none"> Various choices can be provided for the writing prompt and/or poster. Self checking materials will be provided for the research project. <p><u>Gifted & Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment and extension of lessons Tutoring of peers Independent learning opportunities Pace change Add depth and breadth to 	<p>awareness project.</p> <p>Domestic Violence and Child Abuse: At Risk:</p> <ul style="list-style-type: none"> Jigsaw groups for comparing/contrasting major concepts and ideas. Writing prompts can be expressed verbally. <p>Suicide Prevention: At Risk:</p> <ul style="list-style-type: none"> Jigsaw groups for the Wellness chart and concepts. Graphic organizer for emergency contact list assessment. <p><u>At Risk:</u></p> <ul style="list-style-type: none"> Pre-Assessment Compacting and modified assignments Graphic organizer Key takeaways Mnemonic devices Provide notes <p>Specific modifications for this particular unit may include:</p>	
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	<p>lessons</p> <ul style="list-style-type: none"> • Self-evaluation • Students as experts • Student presentations <p>Specific modifications for this particular unit may include:</p> <p>Gifted and Talented: Cancer Awareness:</p> <ul style="list-style-type: none"> • Multimedia presentations and/or allowing students to decide how to present the content. • Students can select the “hard” quiz on Brain Pop. <p>Gifted and Talented: Lyme Disease Prevention:</p> <ul style="list-style-type: none"> • Challenge questions can be added to different assessments. 	<p>Gifted and Talented: Accident and Fire Prevention:</p> <ul style="list-style-type: none"> • Various choices on which activities to complete on Brain Pop can be provided-challenge activities. • Instruction on various research skills will be provided to complete project based assessments. <p>Gifted and Talented: Gang Violence:</p> <ul style="list-style-type: none"> • Open response questioning • Self checking materials will be provided. <p>Gifted and Talented: Domestic Violence and Child Abuse:</p> <ul style="list-style-type: none"> • Student choice of activities/assessments to complete. • Students will self direct the content and set up their comparison charts. <p>Gifted and Talented: Suicide</p>	
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	<p>Gifted and Talented: Sexual Assault Prevention:</p> <ul style="list-style-type: none"> • Various choices can be provided for the writing prompt and/or poster. • Self checking materials will be provided for the research project. 	<p>Prevention:</p> <ul style="list-style-type: none"> • Self checking materials will be provided for project based activities. • Higher level questions will be provided for open response assessments. <p><u>Gifted & Talented:</u></p> <ul style="list-style-type: none"> • Enrichment and extension of lessons • Tutoring of peers • Independent learning opportunities • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations 	
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*WHERE TO

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.



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- E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.
 R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.
 E = Allow students to **EVALUATE** their work and its implications.
 T = **TAILORED** to the different needs, interests, and abilities of learners.
 O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i>	Unit 4: <i>Family Life</i>		
Number of Days	17 Days		
STAGE 1: DESIRED RESULTS			
<i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS--Comprehensive Health and Physical Education)</i>	Integrated Skills 2.2.4.A.2 Human Relationships and Sexuality 2.4.4.(A.1-2,B.1,C.1-2)		



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	<p>Technology 8.1.5.A.2</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.2.5.CAP.8 9.4.5.CI.3 9.4.5.CT.1 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.7</p>		
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ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	<ul style="list-style-type: none">• The family unit encompasses the diversity of family forms in contemporary society.• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.• Healthy relationships require a mutual commitment.• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.• Knowing the physiological process of how pregnancy occurs.		
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ESSENTIAL QUESTIONS:

(What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How can families share values, provide love and emotional support, and set boundaries and limits?
- Why are healthy relationships fostered in some families and not in others? What are the characteristics between them?
- What kind of relationships do I have with others?
- How will my body change as I go through puberty?
- What are different ways you can tell a woman is pregnant?

Higher Order Thinking Skills:

Remember - Recognizing and Recalling

Understand - Explaining, Comparing, Inferring, Classifying, Interpreting

Apply - Executing and Implementing

Analyze - Differentiating, Organizing, Attributing

Evaluate - Checking and Critiquing

Create - Generating, Planning, Producing



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STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS:

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performances of understanding be judged?)

- Write a letter to an imaginary pen pal and tell them who is in your family. Explain each person's role and responsibilities to your friend.
- Role play family situations and interactions that take place in both healthy and unhealthy families.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.



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OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> • Classwork/Homework • Worksheets • Test/Quizzes • Teacher observation • Projects/Presentations • Self/Peer Checklists and Evaluations • Group/Class Discussions • Rubrics 		
RESOURCES:	<ul style="list-style-type: none"> • Student Workbook • Digital Textbook • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • www.brainPOPjr.com • https://kidshealth.org/ 		



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STAGE 3: LEARNING PLAN

What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO acronym to consider key design elements.*

SKILLS AND TOPICS:

(What specific activities will students do and what skills will students know as a result of the unit?)

- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Summarize strategies to remain abstinent and resist pressures to become sexually active.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.



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CROSS-CURRICULAR / DIFFERENTIATION:

(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, key skills, life literacies, technology) learning activities are included in this unit that will help achieve the desired results?)

(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

Cross-Curricular: Using technology for teaching and learning also providing evidence of learning, using history to discover how families differ and have evolved.

Social Studies (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.

English Language Arts (RI.3.3)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Differentiation: Scaffolding and anchoring activities to support individual student learning styles.

Specific modifications for this

Born on: NJSLS September 2015

Revised and BOE Approved: August 24, 2021

Aligned to NJSLS-CHPE 2014 & NJSLS-CLKS 2020



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	<p>particular unit may include:</p> <p><u>Special Education/504:</u></p> <ul style="list-style-type: none">• Pre-assessment• Compacting and modified assignments/assessments as per IEP/504 plan• Product choices• Study sheets• Study buddy• One-to-one instruction <p><u>English Language Learners:</u></p> <ul style="list-style-type: none">• Pre-Assessment• Grouping• Pace Adjustment• Audio/Visual Support• Focus on vocabulary• Deliver content in chunks• Tiered assignments <p><u>At Risk:</u></p> <ul style="list-style-type: none">• Pre-Assessment• Compacting and modified assignments• Graphic organizer• Key takeaways		
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- Mnemonic devices
- Provide notes

Gifted & Talented Students:

- Enrichment and extension of lessons
- Tutoring of peers
- Independent learning opportunities
- Pace change
- Add depth and breadth to lessons
- Self-evaluation
- Students as experts
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