

Unit Number and Title	Safe at Home, Safe Away
Unit Duration	September
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the concept of safety ● Identify true emergencies ● Define the concept of risk and identify possible risky situations at home, at school, and in the community ● Explain how to use refusal skills to say “NO!”
Life Skill	<ul style="list-style-type: none"> ● Practice changing unsafe situations into safe ones. ● Generate appropriate responses to emergencies. ● Practice making good judgements for risky situations. ● Role play refusal skills in various unsafe situations.
Vocabulary	Hurricane, transformer, frayed , device, flammable, rabies , evacuation, responsibility, sterile gauze
Essential Questions	<ul style="list-style-type: none"> ● What is a safe or an unsafe situation? ● What can I do to protect myself and others? ● How can I plan for an emergency? ● What is a risk? ● What are the Refusal Steps? ● How do we practice safety?
Enduring Understanding	<ul style="list-style-type: none"> ● To be able to recognize and assess safe and unsafe situations ● To know how to handle common emergencies. ● To be able to plan for emergencies ● To be able to say, "no" to an unsafe choice

<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Identify safe and unsafe situations at home and in the neighborhood. ● Explain how to handle a common emergency ● Create a plan to prepare for an emergency. ● Define the concept of safety and demonstrate the importance of safety rules. ● Compare and contrast safe and unsafe practices and situations. ● Define the concept of risk and identify possible risky situations at home, school, and in the community. Explain how to use refusal skills to say “No!”
<p>Assessment Evidence</p>	
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussion ● Role Play ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. ● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.3:: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.2:: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) ● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members

	<ul style="list-style-type: none"> ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance ● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.
Unit Number and Title	To Better See You With
Unit Duration	October
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain the function and operation of the eyes ● Explain how all of our senses are involved with what we see ● List eyesight problems that can occur and describe some common solutions ● Identify ways your body protects your eyes and ways that you can help
Life Skill	<ul style="list-style-type: none"> ● Create a model that would replicate the function of the eyes ● Practice “seeing” new things about people and places around you ● Identify professionals who can help with eye problems ● Practice routines for protecting your eyes
Vocabulary	Iris, pupil , cornea, lens, retina, nearsighted , farsighted, color blind, judge , image
Essential Questions	<ul style="list-style-type: none"> ● What are the parts of the eye? ● What can go wrong with the eyes? ● How can I take good care of my eyes? ● What health care services and products are available for eyes? ● How can I see discrimination in the world around me?

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	<ul style="list-style-type: none"> ● How do we care for our eyes?
Enduring Understanding	<ul style="list-style-type: none"> ● Eyes are a valuable sense that is made up of many parts. ● There are routines for protecting the eyes. ● When you "see" discrimination, discourage or report it. ● When you notice a problem with your eyes, it is important to seek help from an eye care professional.
Student Outcomes	<ul style="list-style-type: none"> ● Identify eye parts and functions. ● Recognize possible problems that can happen to the eyes. ● Understand the importance of seeking help for possible eye problems from responsible adults or eye care professionals. ● Understand and apply good eye care routines and health practices. ● Understand that discrimination can be seen with eyes and the mind. ● Explain the function and operation of the eyes. ● Explain how all our senses are involved in what we see. ● Identify ways your body protects your eyes and ways that you can help.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observation ● Class Discussion ● Completion of Student Issue Activities ● Conflict Role Play ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

	<ul style="list-style-type: none"> ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.PGD.5:: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
Unit Number and Title	Let's Eat
Unit Duration	November
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain how the body uses nutrients to nourish cells by describing the process of digestion ● State the principles and reasons for MyPlate ● Explain the importance of food labels in making healthful selections ● Classify food in a variety of ways
Life Skill	<ul style="list-style-type: none"> ● Explain how to include more nutrients in food choices ● Apply MyPlate to create diverse meal plans ● Read and interpret food labels ● Analyze personal eating habits
Vocabulary	Nutrients, digestion, esophagus, stomach, small intestine, large intestine, influence, cholesterol, whole grain, bacteria
Essential Questions	<ul style="list-style-type: none"> ● What are the benefits of healthy eating habits? ● How can we use nutrient labels to promote good health? ● How do personal health choices impact our own health as well as the health of others?

	<ul style="list-style-type: none"> ● How can a personal commitment to wellness influence the health of others? ● How does this commitment reduce one’s risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?
Enduring Understanding	<ul style="list-style-type: none"> ● Food and nutrition can make my body health for a lifetime. ● Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long -term health. ● It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture. ● Making healthy eating choices is an important part of achieving and sustaining wellness.
Student Outcomes	<ul style="list-style-type: none"> ● Explain how the body uses nutrients to nourish cells by describing the process of digestion. ● Describe ways of respecting the body through proper nutrition. ● State the principles and reasons for MyPlate. ● Analyze personal eating habits and the influences which affect eating habits. ● Explain the importance of food labels in making healthful selections and Read and interpret food labels. ● Choose a balanced variety of nutritious foods contributes to wellness. ● Identify the food pyramid and its importance for nutrition. ● Develop a nutritious meal menu using the food pyramid. ● Compare/contrast nutritious foods and unhealthy ones.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts

NJSLS

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. ● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. ● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.LF.3:: Proactively engage in movement and physical activity for enjoyment individually or with others. ● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.2.5.LF.1:: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.3.5.HCDM.3:: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
<p>Unit Number and Title</p>	<p>Community Health</p>
<p>Unit Duration</p>	<p>December</p>

Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Describe your community ● List helpers who can keep your community healthy ● Identify pollution problems ● Identify how drugs and violence hurt a community
Life Skill	<ul style="list-style-type: none"> ● Perform some volunteer work to help make your community a safer place to live ● Practice harmful behaviors that will directly affect your community ● Set goals to become involved in keeping your community clean ● Practice refusal skills
Vocabulary	Community, pollution , environment , Influence, recycle, violence, EPA , aluminum, sanitation workers, buried
Essential Questions	<ul style="list-style-type: none"> ● What is a community? ● Who keeps the community safe? ● Who keeps the community clean? ● Who keeps the community healthy? ● How do drugs and violence hurt a community? ● How can I help keep the community safe, clean, healthy and non-violent?
Enduring Understanding	<ul style="list-style-type: none"> ● Taking care of your community is important for well being. ● Communities depend on all its members to keep it safe, clean and healthy. ● It is important to respect the laws in the community to stay safe, clean and healthy. ● Volunteerism help build healthy communities. ● Drugs and violence hurt communities. ● Choose to be drug-free
Student Outcomes	<ul style="list-style-type: none"> ● Describe your community and the importance of laws in the community ● List helpers who keep your community healthy. ● Analyze what makes up a healthy community. ● Identify pollution problems. ● Identify how drugs and violence hurt a community.

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	<ul style="list-style-type: none"> ● List different ways people can help prevent violence in the community.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLA	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.LF.5:: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.3.5.ATD.3:: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

	<ul style="list-style-type: none"> ● 2.3.5.DSDT.4:: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). ● 2.1.2.SSH.5:: Identify basic social needs of all people. ● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships. ● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another. ● 2.3.2.ATD.3:: Explain effects of tobacco use on personal hygiene, health, and safety. ● 2.3.2.DSDT.1:: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. ● 2.3.2.DSDT.2:: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. ● 2.2.2.MSC.7:: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
Unit Number and Title	I Like Your Attitude
Unit Duration	January
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the word attitude and describe the connection between attitudes, values, and goals ● Describe how your attitude can affect the choices you make about your health ● Develop ways to improve your attitude by identifying an area of needed improvement ● Explain how a group’s “attitude” will affect the outcome of their group efforts and of others in the community
Life Skill	<ul style="list-style-type: none"> ● Role - play various scenarios which demonstrate positive and negative attitudes ● Role - play refusal skills in situations ● Practice conflict resolution in a variety of scenarios ● Demonstrate a positive attitude in completing a group assignment
Vocabulary	Attitude, values, stress, positive attitude, respect , negative attitude , bullying , goal, obey, advice

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does my attitude affect my health? ● What are attitudes, goals and values? ● How can attitude and values affect decisions? ● How can I improve my attitude? ● How can one person's attitude affect a group? ● How can I resolve conflicts with people who have an attitude that is different from my own?
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Understanding how your attitude can improve all aspects of your life is important for good health. ● Attitude is how you think, feel and act. ● Attitude can influence decisions and goals. ● Values are those things that are important to you. ● Only I can change my attitude. ● Attitudes can affect groups.
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Define the word attitude and describe the connection between attitudes, values, and goals. ● Describe how your attitude can affect the choices you make about your health. ● Develop ways to improve your attitude by identifying an area of needed improvement. ● Identify positive attitudes, values, and skills that can help to prevent violence in the community. ● Explain how a group's "attitudes" will affect the outcome of their group efforts and of others in the community
<p>Assessment Evidence</p>	
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. ● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

	<ul style="list-style-type: none"> ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.3:: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.2:: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.
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Unit Number and Title	My Family, Your Family
Unit Duration	February
Unit Goals	
Big Ideas	<ul style="list-style-type: none"> ● Define the word family and identify different types of families ● Explain the role of genes in cell growth and development ● Name three things which make you special ● Define child abuse and identify where to go get help in protecting yourself
Life Skills	<ul style="list-style-type: none"> ● Chart responsibilities within the family for different members ● Create and follow a set of guidelines that promote anti - discrimination for one week ● Practice initiating a new friendship using goal setting skills ● Practice effective ways to say “NO!” to those things that can threaten your safety

Vocabulary	Adopt, divorce , cells, nucleus , stepparent, chromosomes, alcoholism, genes, inherit, customs
Essential Questions	<ul style="list-style-type: none"> ● How are families different? ● What are culture and heritage in families? ● What makes me different? ● How am I special? ● What is child abuse?
Enduring Understanding	<ul style="list-style-type: none"> ● Genes make us all unique. ● Families come in different sizes, with different members and responsibilities. ● Families are a product of genes and culture. ● Everyone is unique. ● I can say "no" if I feel threatened.
Student Outcomes	<ul style="list-style-type: none"> ● Define the word family and identify different types of families. ● Explain the role of genes in cell growth and development. ● Name three things which make you special and why it is important to respect others uniqueness ● Define child abuse and violence and identify where to go to get help in protecting yourself. ● Demonstrate effective ways to say “No!” to those things that threaten your safety.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.PGD.4:: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). ● 2.1.5.PGD.2:: Examine how the body changes during puberty and how these changes influence personal self-care. ● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation. ● 2.1.5.PGD.5:: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.4:: Develop strategies to safely communicate through digital media with respect. ● 2.3.5.PS.5:: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● 2.3.5.PS.6:: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
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Unit Number and Title	Saying NO to Smoking, Drinking, and Drugs
Unit Duration	March
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Discover how to say “NO!” in a threatening or at - risk situation involving smoking, drinking, and drugs ● Restate in your own words laws having to do with smoking, drinking, and drugs ● Define the word addiction and explain what it means to be addicted to drugs and how it can happen ● Explain short- term and long - term goals
Life Skill	<ul style="list-style-type: none"> ● Practice recognizing drugs and using refusal skills in a variety of scenarios ● Establish a set of rules for you to keep to protect yourself from drugs ● Choose a positive value (like being honest, trustworthy, responsible, or caring) and make a plan to put this value into action for health and safety ● Set a goal to reach for the day and practice patience, persistence, and commitment to reach your goal.
Vocabulary	Drug, alcohol, liquor, tobacco, nicotine, tar, illegal 8.cocaine, crack, meth, addicted , inhalant
Essential Questions	<ul style="list-style-type: none"> ● How do drugs affect a community? ● What are drugs? ● Why is smoking bad for your health? ● How can drinking alcohol make you sick? ● What is a Street Drug? ● Is medicine a drug? ● Why do people use drugs? ● How can you say "No" to drugs?
Enduring Understanding	<ul style="list-style-type: none"> ● Drugs can have serious consequences. ● Alcohol, nicotine and street drugs are common recreational drugs with serious side effects as well as mental and social implications.

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	<ul style="list-style-type: none"> ● There are the laws relating to recreational drug use. ● Addictions are common, have many causes, can happen to anyone and affect the loved ones as well as the addict. ● A healthy lifestyle is drug-free.
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs. ● Explain why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs ● Predict the consequences of giving in to pressure to smoke, drink, or do drugs. ● Restate in your own words laws having to do with smoking, drinking, and drugs and the value of the rules/laws ● Define the word addiction and explain what it means to be addicted to drugs and how it can happen and describe how addictions can interfere with your values ● Explain short-term and long-term goals. Define patience, persistence, and commitment, and show how they help you reach a goal.
<p>Assessment Evidence</p>	
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

	<ul style="list-style-type: none"> ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2:: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3:: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.1:: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. ● 2.3.5.DSDT.2:: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.DSDT.4:: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). ● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
Unit Number and Title	Unit 8- Things You Might Catch
Unit Duration	April
Unit Goals	

Big Idea	<ul style="list-style-type: none"> ● Discover how germs spread ● Explain the role of the body’s defense system in fighting germs ● Identify ways to keep clean and healthy ● Identify how medicines (including vaccines) to help prevent or cure illnesses
Life Skill	<ul style="list-style-type: none"> ● Practice distinguishing between communicable and noncommunicable diseases ● Establish a health plan regarding the care of your defense system ● Practice proper hygiene skills ● Practice saying “NO!” to medicines that are not meant for you
Vocabulary	social- distancing, noncommunicable, viruses and bacteria, dehydrated, saliva, white blood- cells, antibodies, body fluid, vaccine , symptom
Essential Questions	<ul style="list-style-type: none"> ● What is the difference between communicable and noncommunicable diseases? ● What happens to your body when you get sick? ● How does your body defend itself? ● How can you prevent getting sick? ● How do medicines and vaccines help prevent or cure illness?
Enduring Understanding	<ul style="list-style-type: none"> ● You can help protect yourself from communicable diseases by using good health practices, like good hygiene, regular checkups, eating healthy food and getting enough rest. ● The body can protect and defend itself in many ways, but most importantly, through the immune system. ● Non-communicable diseases have to do with lifestyle choices and heredity. ● Medicines, including vaccines, can cure or prevent illness.
Student Outcomes	<ul style="list-style-type: none"> ● Discover how germs spread. List ways that you routinely exercise responsibility in doing everything you can to prevent your germs from spreading to someone else. ● Explain the role of the body’s defense system in fighting germs. ● Predict what might happen if you did not have a healthy defense system. ● Identify ways to keep clean and healthy ● Identify how medicines (including vaccines) help to prevent or cure illnesses.

Assessment Evidence

Assessments

- Observations
- Classroom Discussions
- Conflict Role Play
- Completion of Student Issue Activities
- End of Unit Quiz
- Teacher Manual Handouts

NJSLS

NJSLS Performance Expectations

- 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.2:: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2:: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
- 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Unit Number and Title

When Bodies Have Challenges

Unit Duration

May

Unit Goals

Big Idea

- Describe different kinds of body problems, their causes, and effects

	<ul style="list-style-type: none"> ● Define physical impairment and describe the work done by different health professionals to help people with various kinds of physical impairments ● Explain the different ways that people learn and discover that learning disabilities do not indicate a lack of intelligence ● Research and explain what is being done in your community to help people with physical and learning disabilities
Life Skill	<ul style="list-style-type: none"> ● Discover the special needs of people with body problems and use problem solving and sensitivity to find ways you can be helpful ● Discover what it is like to do ordinary, everyday things with a physical impairment ● Discover ways that are easier and harder for you to learn, paying attention to special talents and or problems that you have ● Invent a solution to a problem someone with a physical disability might have
Vocabulary	hearing impaired, sign language, amplifier, hereditary, asthma, inhaler, cerebral palsy, physical therapist, respect , embarrassed
Essential Questions	<ul style="list-style-type: none"> ● How can people with disabilities and without disabilities collaborate and cooperate? ● How do disabilities impact a person's daily functioning? ● What laws are in place to support people with disabilities?
Enduring Understanding	<ul style="list-style-type: none"> ● Our bodies can have challenges and impairments. ● Equality for people with disabilities require certain accommodations. ● People with disabilities have the same thoughts, feelings and interests as their peers. ● Some people have special needs.
Student Outcomes	<ul style="list-style-type: none"> ● Compare and contrast the different kinds of body problems, their causes, and effects. ● Define physical impairment and describe the work done by different health professionals to help people with various kinds of physical impairments ● Explain the different ways that people learn and discover that learning disabilities do not indicate a lack of intelligence ● Research and explain what is being done in your community to help people with physical and learning disabilities ● Define a disability.

Assessment Evidence

Assessments

- Observations
- Classroom Discussions
- Conflict Role Play
- Completion of Student Issue Activities
- End of Unit Quiz
- Teacher Manual Handouts

NJSLS

NJSLS Performance Expectations

- 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation.
- 2.3.5.PS.5:: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Unit Number and Title	Finding Out About Bones
Unit Duration	June
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain the functions of the skeleton ● Describe how joints help us move ● Identify the benefits of exercise ● Discover that exercise is fun
Life Skill	<ul style="list-style-type: none"> ● Practice good posture ● List ways to care for your skeleton ● Set goals for keeping your body healthy ● Practice exercises with a new twist
Vocabulary	Skull, backbone, pelvis, ribs, joint, ball and socket joint, hinge joint, cartilage, calcium, goal
Essential Questions	<ul style="list-style-type: none"> ● How can we exercise our muscular system and improve its function? ● How do muscles help us move? ● Why is exercise important to good health? ● What are the rules for safe exercise? ● How do bones and muscles work together? ● How do muscles work in teams? ● What can harm muscles?
Enduring Understanding	<ul style="list-style-type: none"> ● The muscular system helps our body move. ● Muscles move bones. ● Exercise makes muscles healthy and strong. ● Warming up and cooling down are important to caring for muscles. ● Muscles work in pairs ● Some illnesses can cause muscles not to work.

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<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Describe how muscles help us move. ● Compare and contrast muscles you control and muscles you don't control. ● Discover what exercise can do for your body. ● Describe how muscles work together. ● Explain the value of the relationship between your bones and your muscles. ● Describe what can harm muscles.
<p>Assessment Evidence</p>	
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.2.5.MSC.1:: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.MSC.4:: Develop the necessary body control to improve stability and balance during movement and physical activity. ● 2.2.5.MSC.5:: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. ● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

	<ul style="list-style-type: none"> ● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.2.5.PF.1:: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. ● 2.2.5.PF.3:: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). ● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). ● 2.2.5.LF.1:: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.2:: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. ● 2.2.5.LF.3:: Proactively engage in movement and physical activity for enjoyment individually or with others. ● 2.2.5.LF.4:: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). ● 2.2.5.LF.5:: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. ● 2.1.5.SSH.1:: Describe gender-role stereotypes and their potential impact on self and others. ● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. ● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.
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Physical Education

Unit	Advanced Locomotor Skills and Movement Patterns
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Complex movement patterns build upon basic locomotor skills ● Rhythm and timing enhance movement efficiency ● Movement sequences can be created and modified for different purposes
Life Skill	<ul style="list-style-type: none"> ● Body awareness ● Rhythm and timing ● Creativity ● Self-assessment
Vocabulary	Locomotor, non-locomotor, sequence, rhythm, tempo, agility, balance, coordination
Essential Questions	<ul style="list-style-type: none"> ● How can we combine different movements to create sequences? ● Why is rhythm important in physical activities? ● How can we modify movements to increase their complexity?
Enduring Understanding	<ul style="list-style-type: none"> ● Complex movements are built from combinations of basic skills ● Rhythmic movement enhances coordination and efficiency ● Movement patterns can be adapted for various physical activities and sports
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate combinations of locomotor and non-locomotor movements ● Students will create and perform movement sequences with varying rhythms ● Students will apply movement patterns to simple game situations
Assessment Evidence	

Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.3.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.3.MSC.2: Demonstrate and explain various movements sequences (e.g., jumping consecutively, catching and throwing to self, hopping and landing, dribbling, passing to self) in a controlled setting.

2.2.3.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.3.MSC.4: Develop and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
Unit	Ball Skills and Soccer Introduction
Unit Duration	7 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Manipulative skills are fundamental to many sports and activities ● Teamwork enhances performance and enjoyment in physical activities ● Proper technique improves efficiency and reduces injury risk
Life Skill	<ul style="list-style-type: none"> ● • Teamwork ● Coordination ● Communication ● Goal-setting
Vocabulary	Dribble, pass, kick, trap, goal, offense, defense, teammate, opponent
Essential Questions	<ul style="list-style-type: none"> ● How can we control a ball with different parts of our body? ● Why is teamwork important in soccer?

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	<ul style="list-style-type: none"> ● How do soccer skills relate to other sports and activities?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing basic skills improves overall game performance ● Effective teamwork requires communication and cooperation ● Soccer skills can transfer to other sports and daily activities
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic soccer skills (dribbling, passing, trapping) ● Students will participate in simple soccer games, showing understanding of basic rules ● Students will exhibit teamwork and sportsmanship during activities
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
Unit	Rhythmic Activities and Dance
Unit Duration	5 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Movement can be expressive and creative ● Rhythm and timing are crucial elements in dance and sports

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	<ul style="list-style-type: none"> ● Dance promotes cultural understanding and appreciation
Life Skill	<ul style="list-style-type: none"> ● Self-expression ● Cultural awareness Creativity ● Coordination
Vocabulary	Rhythm, beat, sequence, dance, tempo, choreography, performance
Essential Questions	<ul style="list-style-type: none"> ● How can we express ourselves through movement? ● How does rhythm affect our movements? ● Why is dance important in different cultures?
Enduring Understanding	<ul style="list-style-type: none"> ● Dance and rhythmic activities promote fitness and cultural understanding ● Coordinating movements with music enhances performance ● Dance is a form of non-verbal communication
Student Outcomes	<ul style="list-style-type: none"> ● Students will perform simple dance steps and create short movement sequences ● Students will move in time with various rhythms and tempos ● Students will explore dances from different cultures
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. ● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Unit	Throwing and Catching (Volleyball Introduction)
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Throwing and catching are essential skills in many sports ● Different types of throws serve various purposes ● Hand-eye coordination is crucial for many physical activities
Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination ● Communication ● Reaction time ● Spatial awareness
Vocabulary	Overhand throw, underhand throw, catch, volley, bump, set, serve, rally
Essential Questions	<ul style="list-style-type: none"> ● How can we accurately throw and catch objects of different sizes? ● Why do we use different types of throws? ● How does volleyball differ from other ball sports?
Enduring Understanding	<ul style="list-style-type: none"> ● Proper throwing and catching techniques improve game play and reduce injuries ● Different throwing techniques are suited for different situations ● Volleyball requires unique hand positioning and body movements
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic throwing and catching skills ● Students will perform underhand volleyball serves and bumps ● Students will participate in modified volleyball games, showing understanding of basic rules
Assessment Evidence	

Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate the ability to perform various movement skills. ● 2.2.2.MSC.8: Explore the impact of practice and repetition on performance. ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness. ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. ● 2.2.2.PF.2: Explore how to move different body parts (e.g., arms, legs, stomach, head, neck, feet) to achieve a goal.
Unit	Basketball Fundamentals
Unit Duration	7 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basketball involves a combination of individual and team skills ● Spatial awareness and strategy are crucial in team sports ● Physical activities can be adapted for different skill levels
Life Skill	<ul style="list-style-type: none"> ● Cooperation ● Decision-making ● Perseverance ● Sportsmanship
Vocabulary	Dribble, pass, shoot, rebound, defense, offense, pivot, foul, court
Essential Questions	<ul style="list-style-type: none"> ● How do we work together as a team in basketball? ● Why is it important to practice individual skills in a team sport? ● How does basketball promote fitness?

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Enduring Understanding	<ul style="list-style-type: none"> ● Basketball promotes cardiovascular fitness and teamwork ● Individual skill practice contributes to overall team success ● Strategy and quick decision-making are important in basketball
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate basic basketball skills (dribbling, passing, shooting) ● Students will participate in modified basketball games, showing understanding of basic rules ● Students will exhibit good sportsmanship and teamwork during games
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.7: Demonstrate the ability to perform various movement skills. ● 2.2.2.MSC.8: Explore the impact of practice and repetition on performance. ● 2.2.2.MSC.5: Differentiate between tension and relaxation in one's muscles while practicing mindfulness. ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
Unit	Fitness and Games
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Physical activity can be enjoyable and engaging when done outdoors ● Games can promote fitness while developing various skills

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	<ul style="list-style-type: none"> ● Nature provides unique opportunities for physical challenges
Life Skill	<ul style="list-style-type: none"> ● Adaptability ● Environmental awareness ● Problem-solving ● Cooperation
Vocabulary	Aerobic, strength, flexibility, relay, tag, obstacle course, outdoor safety, pacing
Essential Questions	<ul style="list-style-type: none"> ● How can we use our environment to stay active and healthy? ● What makes outdoor games different from indoor activities? ● How can we challenge ourselves physically?
Enduring Understanding	<ul style="list-style-type: none"> ● Physical activities provide both physical and mental health benefits ● Games can be adapted to different environments and skill levels ● Safety awareness is crucial when exercising outdoors
Student Outcomes	<ul style="list-style-type: none"> ● • Students will participate in various fitness activities and games ● Students will demonstrate safe practices during outdoor/indoor physical activities ● Students will work cooperatively in team-based outdoor/indoor challenges
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.2.MSC.10: Demonstrate the ability to perform basic striking skills ● 2.2.2.MSC.11: Engage in activities that require teamwork and cooperation.

	<ul style="list-style-type: none"> ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
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Curriculum Modifications

<p>Special Education and 504 Students</p>	<p style="text-align: center;"><u>General Modifications</u></p> <ul style="list-style-type: none"> ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalating strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring
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	<ul style="list-style-type: none"> ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research

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|--|---|
| | <ul style="list-style-type: none">● Divergent thinking● Challenging problem solving situations● Interactive, independent and interdisciplinary activities |
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