

Health Education

Unit Number and Title	Unit 1- How to Stay Safe
Unit Duration	September
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain safety rules and list Safety Helpers for home, school, and community. ● Identify situations in the home where unintentional injuries or safety threats might happen. ● Tell what things you might do at play to avoid unintentional injury. ● Identify ways of acting that might lead to accidents or dangerous situations at school or in the community.
Life Skill	<ul style="list-style-type: none"> ● Pretend you need help and tell how you would ask for it from different Safety Helpers. ● Perform routines for safety including: drill behavior, stop-drop-and-roll, and weather safety. ● Demonstrate safety routines and how you would respond to danger. ● Demonstrate appropriate safety routines for school and the community.
Vocabulary	stay, safe, helpers, danger, emergency
Essential Questions	<ul style="list-style-type: none"> ● Who are the safety helpers in our community? ● Why are rules important? ● What is careless behavior? ● What is a safety routine?
Enduring Understanding	<ul style="list-style-type: none"> ● Community helpers keep us safe. ● Rules help to keep everyone safe. ● Safety routines like fire drills, stop-drop-and-roll and weather safety are important. ● Careless behaviors are dangerous. ● It is important to know how to stay safe at home, in school and in the community.
Student Outcomes	<ul style="list-style-type: none"> ● Identify community helpers and how they keep us safe. ● Understand safety rules at home and in the community. ● Understand and apply communication skills when they need help.

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	<ul style="list-style-type: none"> ● Understand the importance of rules to keep everyone safe. ● Recognize safety signs in the community. ● Understand the importance of safety routines, such as a fire drill. ● Explain how you would show respect for yourself and the safety of others while playing.
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	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). ● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. ● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

	<ul style="list-style-type: none"> ● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● 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.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
Unit Number and Title	Unit 2- The Five Senses
Unit Duration	October
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Identify the five senses and the body parts with which they are associated. ● Explain how your senses help you to learn. ● Discover and identify how the senses work before and during a meal. ● List problems that people can have with their senses.
Life Skill	<ul style="list-style-type: none"> ● Practice routines for healthful care of the sense organs. ● Practice using your senses to protect you. ● Practice using your senses. ● Practice being helpful to those in need.
Vocabulary	skin, ears, eyes, tongue, nose
Essential Questions	<ul style="list-style-type: none"> ● What are the five senses? ● How do the senses help us learn? ● How do the senses protect us? ● How do we use our five senses?
Enduring Understanding	<ul style="list-style-type: none"> ● There are five senses, seeing, hearing, feeling, smelling, and tasting. ● The senses tell us about the world around us.

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	<ul style="list-style-type: none"> ● In ways such as smelling smoke or hearing an alarm, the senses can keep us from danger. ● Our five senses, helping us learn, function, and grow.
Student Outcomes	<ul style="list-style-type: none"> ● Identify the five senses and the body part with which each is associated with. ● Explain how your senses help you to learn. ● Predict what might happen if you didn't pay attention to your senses. ● List problems that people can have with their senses. ● Develop empathy for people with physical challenges.
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"> ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. ● 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.SSH.5: Identify basic social needs of all people.
Unit Number and Title	Unit 3- Healthful Food
Unit Duration	November

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Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Identify food as a need of all living things. ● Identify healthful and less healthful foods. ● Describe how healthful foods come in a variety of forms. ● Explain the routines and reasons for proper food handling techniques.
Life Skill	<ul style="list-style-type: none"> ● Identify routines for healthy eating. ● Distinguish between healthful and less healthful foods. ● Set goals for healthful eating routines and food preparation. ● Apply routines for safe food handling to personal behavior.
Vocabulary	<p>food, milk, apple, plate, eating, table, good, like, please</p>
Essential Questions	<ul style="list-style-type: none"> ● What is a healthy food choice? ● What is an unhealthy food choice? ● How does healthful food come in many forms? ● What are safe food handling practices? ● How do good food choices help me to be healthy?
Enduring Understanding	<ul style="list-style-type: none"> ● All living things need food. ● Healthful food takes care of the body's needs. ● Many different kinds of foods are healthful. ● It is important to handle food properly to avoid sickness. ● Making good food choices leads to a healthy life.
Student Outcomes	<ul style="list-style-type: none"> ● Understand that healthful food is important to taking care of the body. ● Identify healthful foods and less healthful foods. ● Understand that healthful food can come in many ways depending on family and cultural differences. ● Understand how to handle food safely to prevent sickness. ● Demonstrate an appreciation the role of choosing healthful food has in developing a positive self-image. ● Identify healthful and less healthful foods. ● Identify family and cultural preferences in choosing food.

	<ul style="list-style-type: none"> ● Demonstrate rules for safe food handling.
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	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.2.2.N.1: Explore different types of foods and food groups. ● 2.2.2.N.2: Explain why some foods are healthier to eat than others. ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
Unit Number and Title	Unit 4- The Family Team
Unit Duration	December
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the words <i>family</i> and <i>team</i>. ● Describe the process of growing in a family from a baby to an adult. ● Describe some family rules and list jobs that each family member does for the family. ● Define the word <i>community</i> and tell what communities do to help you and your family.

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Life Skill	<ul style="list-style-type: none"> ● Identify and name personal family members. ● Identify ways to control anger when changes are necessary. ● Practice setting goals for yourself in being responsible about doing your jobs and keeping your family’s rules. ● Name people (roles) that make the neighborhood or town/city/community a better place for your family to live.
Vocabulary	family, community, rules, different, team, special
Essential Questions	<ul style="list-style-type: none"> ● How does each person in my family work as a team to keep each other healthy? ● How is the family a team? ● What are some changes that happen to individuals and families as they grow? ● What are the roles and responsibilities of members in a family team? ● How do communities help families?
Enduring Understanding	<ul style="list-style-type: none"> ● The family works as a team to keep everyone healthy. ● Families are a team of loving and caring people. ● As members and families grow, changes occur. ● Family members have certain responsibilities to help the family team. ● Family members have certain responsibilities to help the family team. ● Families are part of a community and special workers in the community help to protect families.
Student Outcomes	<ul style="list-style-type: none"> ● Discuss how you are a “special person” at every stage of your life. ● Describe some family rules and list jobs that each family member does for the family and why it is important to have these rules/jobs ● Define the word community and tell what communities do to help you and your family. ● Explain how families are a loving and caring team. ● Understand how families help us grow up. ● Describe the roles and responsibilities of family team members. ● Understand how communities provide helpers for the family team.

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"> ● 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. ● 2.1.2.SSH.3::Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. ● 2.1.2.SSH.4:Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5:Identify basic social needs of all people. ● 2.1.2.EH.3:Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.CHSS.5:Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
Unit Number and Title	Unit 5- My Body is Special!
Unit Duration	January
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Identify ways bodies can differ physically. ● Tell why every person is unique and special. ● Describe the basic routine necessary to keep your body healthy and safe. ● Define the term private parts and describe some of the rules of personal safety.
Life Skill	<ul style="list-style-type: none"> ● Practice noticing differences and similarities in the people around you. ● Practice looking for ways to help each person feel good about him/herself.

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	<ul style="list-style-type: none"> ● Set healthy habit goals and keep a healthy body checklist to see how you are doing with these goals for a week. ● Practice what to do when someone tries to touch you in a way you don't think is right.
Vocabulary	special, respect, private, trust, daily habits
Essential Questions	<ul style="list-style-type: none"> ● What is a body? ● How are you unique? ● What makes someone else unique? ● How can you take care of your body? ● How do we respond when we don't feel safe?
Enduring Understanding	<ul style="list-style-type: none"> ● Each person's body is special and needs to be kept safe. ● A body is your physical self. ● All bodies have the same parts. ● Everyone is unique and has special talents. ● Good health routines keep your body healthy and safe.
Student Outcomes	<ul style="list-style-type: none"> ● Identify ways bodies can differ physically and respect for those whose bodies seem different than yours. ● Develop personal responsibility for basic health and safety routines. ● Classify the things you need to help you keep your body safe and healthy. ● Define the term private parts and describe some of the rules of personal safety. ● Identify trusted adults who can help in situations involving personal safety. ● Distinguish between “safe,” “confusing,” and “unsafe” touches.
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

NJSLS Performance Expectations

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Unit Number and Title	Unit 6- Going to the Doctor and Dentist
Unit Duration	February
Unit Goals	
Big Idea	<p>Going to the Doctor and Dentist</p> <ul style="list-style-type: none"> ● Identify health helpers, including the doctor and the dentist, and explain the role that each plays in keeping you healthy. ● Explain what your family doctor or pediatrician does when you are sick and when you have a check up. ● Describe the role of the dentist in keeping you healthy. ● Describe how you can help to keep yourself healthy by making healthful decisions.
Life Skill	<p>Going to the Doctor and Dentist</p> <ul style="list-style-type: none"> ● Practice giving the right information to health helpers so they can help you. ● Identify various tools that the doctor uses in a check up and show how you and your doctor work as a team to check your health. ● Practice establishing good habits of brushing and flossing your teeth. ● Practice daily routines for healthful living.
Vocabulary	doctor, dentist, sick, well, teeth, lungs, help, care
Essential Questions	<ul style="list-style-type: none"> ● How do we respond when we don't feel well? ● How do doctors and dentists keep us healthy?
Enduring Understanding	<ul style="list-style-type: none"> ● It is important to listen to our bodies when we don't feel well and to care for our bodies to stay healthy. ● Doctors and dentists are health professionals who take care of us when are sick and help us stay well. ● Doctors use certain instruments to check our bodies and tell if we are sick. ● Dentists can make sure we have healthy teeth. ● I can keep myself healthy by eating healthful food, getting exercise and plenty of sleep.
Student Outcomes	<ul style="list-style-type: none"> ● Identify health helpers, including the doctor and the dentist, and explain the role that each plays in keeping them healthy. ● Explain what their family doctor or pediatrician does during a well visit and a sick visit. ● Identify various tools that the doctor uses in a checkup.

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	<ul style="list-style-type: none"> ● Explain how they can develop a relationship with their doctor or dentist to keep them healthy. ● Give reasons why it is very important to take good care of their teeth.
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
Assessment Evidence	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
Unit Number and Title	Unit 7- My Great Body!
Unit Duration	March
Unit Goals	

Big Idea	<ul style="list-style-type: none"> ● Tell in your own words the meaning of the word <i>drugs</i>. ● Tell what the word <i>medicine</i> means and explain why medicines are <i>drugs</i>. ● Identify dangerous substances at home, at school, and on the playground. ● List three healthful things you especially like to do using your “great body.”
Life Skill	<ul style="list-style-type: none"> ● Practice identifying substances that are drugs. ● List rules for taking medicine, including naming the people who can give it to you. ● Practice saying no to risk-taking behavior. ● Create a poster to encourage others to make healthful choices.
Vocabulary	drugs, medicine, directions, dangerous, permission
Essential Questions	<ul style="list-style-type: none"> ● How can some drugs help us? ● What does it mean that some drugs can hurt us?
Enduring Understanding	<ul style="list-style-type: none"> ● How can some drugs help us? ● Certain drugs can help our bodies and others cause harm. ● Drugs are substances that are not healthy. ● Smoking and alcohol consumption can hurt you. ● Medicines are drugs that are safe to take when given by an adult and taken as directed. ● Say "No" to using drugs.
Student Outcomes	<ul style="list-style-type: none"> ● How can some drugs help us? ● Identify substances that are drugs and describe the meaning of the word drugs ● List rules for taking medicine, including naming the people who can give it to you. ● Describe what the word medicine means and explain why medicines are drugs. ● Identify dangerous substances at home, at school, and on the playground. ● Apply refusal steps if someone offers them drugs.
Assessment Evidence	

<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>Assessment Evidence</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases). ● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. ● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. ● 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. ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
<p>Unit Number and Title</p>	<p>Unit 8- Getting Sick</p>
<p>Unit Duration</p>	<p>April</p>
<p>Unit Goals</p>	
<p>Big Idea</p>	<ul style="list-style-type: none"> ● Define <i>being healthy</i>. ● Discover what germs are and how they make us sick. ● Identify persons, places, and things that help us to get well. ● Name different ways you can help someone who is sick.

Life Skill	<ul style="list-style-type: none"> ● Make a list of at least three things you need to do to stay as healthy as possible. ● Practice proper hygiene to help avoid getting sick. ● Identify what is and what is not a medicine. ● Practice different ways of helping someone who is sick.
Vocabulary	sick, well, germs, wash, microscope, energy, healthy
Essential Questions	<ul style="list-style-type: none"> ● How do we get sick? ● How can you stay healthy? ● What happens when you get sick? ● Who can help you when you get sick? ● What can you do to keep from getting sick?
Enduring Understanding	<ul style="list-style-type: none"> ● Germs can make us sick. ● Identify your body's signs that it is sick so you can take care of yourself. ● Tell your parents or see a doctor when you are sick. ● You can avoid germs by practicing good health habits.
Student Outcomes	<ul style="list-style-type: none"> ● Define being healthy and explain why you want to be healthy ● List things you need to do to stay as healthy as possible. ● Discover what germs are and how they make us sick. ● Compare and contrast being well and being sick. ● Identify persons, places, and things that help us to get well ● Predict the consequences of not following directions in taking medicine, including the consequences of taking medicine not meant for you.
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

Assessment Evidence

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). ● 2.1.2.PGD.3: Explain what being ‘well’ means and identify self-care practices that support wellness. ● 2.1.2.PP.2:: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases). ● 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. ● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
<p>Unit Number and Title</p>	<p>Unit 9- Keeping Clean and Healthy</p>
<p>Unit Duration</p>	<p>May</p>
<p style="text-align: center;">Unit Goals</p>	
<p>Big Idea</p>	<ul style="list-style-type: none"> ● Explain why keeping clean can help to keep you healthy. ● Explain why you feel better about yourself and others when you are clean. ● Identify ways that communities can be kept clean and healthy. ● Explain how being careful about what you share can keep disease away.
<p>Life Skill</p>	<ul style="list-style-type: none"> ● Practice daily routines for keeping clean. ● With your family’s help, set up a reward system for keeping clean and healthy every day for a week. ● Practice routines to keep the community clean and to protect the environment from pollution.

	<ul style="list-style-type: none"> ● Role-play situations where you use the rules for keeping clean and not sharing to protect yourself and others from spreading germs.
Vocabulary	community, scrub, yard, clothes, hands, clean
Essential Questions	<ul style="list-style-type: none"> ● How do we prevent illness? ● Why is it important to keep clean? ● What are some ways I can keep myself clean everyday? ● How can I show I care about others when I keep clean? ● How can I help keep the community clean?
Enduring Understanding	<ul style="list-style-type: none"> ● Good hygiene can help prevent diseases and illness. ● Keeping clean will help me feel better about myself. ● I show respect for others when I keep myself clean. ● Pollution makes a community dirty. ● Dispose of trash properly.
Student Outcomes	<ul style="list-style-type: none"> ● Explain why keeping clean can help to keep you healthy. ● Explain why you feel better about yourself and others when you are clean. ● Identify ways that communities can be kept clean and healthy. ● Explain how being careful about what you share can keep disease away.
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"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. ● 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
<p>Unit Number and Title</p>	<p>Unit 10- Every Day, Play!</p>
<p>Unit Duration</p>	<p>June</p>
<p>Unit Goals</p>	
<p>Big Idea</p>	<ul style="list-style-type: none"> ● Identify what is and what is not play. ● Discover group and individual play. ● Identify the benefits of exercise for your heart, lungs, and muscles. ● Identify safe rules for play.
<p>Life Skill</p>	<ul style="list-style-type: none"> ● Practice different ways to play, including dance. ● Practice different kinds of play through exercise. ● Set goals to exercise daily. ● Practice safe play.
<p>Vocabulary</p>	<p>play, exercise, safe, strong, lungs, heart</p>

This pacing guide is subject to timeline modifications.

August 2024

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does playing help keep us healthy? ● What is active play? ● Who can I play with? ● Why is exercise important to good health? ● How can I be safe when I play?
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Playing can be a vital part of being active everyday. ● Active play includes exercise. ● There are many different kinds of play. ● Exercise makes the body healthy and strong.
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Identify what is and what is not play and explain the importance of play. ● Explain the importance of group and individual play. ● Identify the benefits of exercise for your heart, lungs, and muscles. ● Explain why staying fit is important to your health. ● Identify safe rules for play.
<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>Assessment Evidence</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

	<ul style="list-style-type: none"> ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 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.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). ● 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. ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). ● 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.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
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Physical Education

Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Ball Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Ball skills are essential for many sports and activities.
Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination, teamwork
Vocabulary	Throw, catch, bounce, roll, strike

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● What are different ways we can use a ball?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing ball skills improves hand-eye coordination and prepares us for team sports.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate the ability to throw, catch, bounce, roll, and strike a ball.
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.1: Perform movement skills that combine and balance movements.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Rhythm & Dance
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Rhythm and dance enhance physical coordination and expression.
Life Skill	<ul style="list-style-type: none"> ● Rhythm, timing, self-expression
Vocabulary	Rhythm, beat, pattern, dance, tempo

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How can we use rhythm to express ourselves through movement?
Enduring Understanding	<ul style="list-style-type: none"> ● Understanding rhythm helps us move in time to music and express ourselves creatively.
Student Outcomes	<ul style="list-style-type: none"> ● Perform simple dance movements and routines following a rhythm or beat.
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.2: Develop the skills necessary to move in time to a beat or rhythm.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Ball Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Ball skills are essential for many sports and activities.
Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination, teamwork
Vocabulary	Throw, catch, bounce, roll, strike

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● What are different ways we can use a ball?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing ball skills improves hand-eye coordination and prepares us for team sports.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate the ability to throw, catch, bounce, roll, and strike a ball.
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.1: Perform movement skills that combine and balance movements.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Fitness & Wellness
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Physical fitness is important for overall health and well-being.
Life Skill	<ul style="list-style-type: none"> ● Fitness, healthy habits, endurance
Vocabulary	Exercise, fitness, strength, flexibility

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● Why is it important to stay fit and healthy?
Enduring Understanding	<ul style="list-style-type: none"> ● Engaging in regular physical activity helps us maintain a healthy body and mind.
Student Outcomes	<ul style="list-style-type: none"> ● Participate in various exercises and understand the importance of fitness and healthy habits.
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.PF.1: Identify the benefits of daily physical activity and healthy habits.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Ball Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Ball skills are essential for many sports and activities.
Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination, teamwork
Vocabulary	Throw, catch, bounce, roll, strike

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Essential Questions	<ul style="list-style-type: none"> ● What are different ways we can use a ball?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing ball skills improves hand-eye coordination and prepares us for team sports.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate the ability to throw, catch, bounce, roll, and strike a ball.
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.1: Perform movement skills that combine and balance movements.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Rhythm & Dance
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Rhythm and dance enhance physical coordination and expression.
Life Skill	<ul style="list-style-type: none"> ● Rhythm, timing, self-expression
Vocabulary	Rhythm, beat, pattern, dance, tempo

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How can we use rhythm to express ourselves through movement?
Enduring Understanding	<ul style="list-style-type: none"> ● Understanding rhythm helps us move in time to music and express ourselves creatively.
Student Outcomes	<ul style="list-style-type: none"> ● Perform simple dance movements and routines following a rhythm or beat.
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.2: Develop the skills necessary to move in time to a beat or rhythm.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
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Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Ball Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Ball skills are essential for many sports and activities.
Life Skill	<ul style="list-style-type: none"> ● Hand-eye coordination, teamwork
Vocabulary	Throw, catch, bounce, roll, strike

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Essential Questions	<ul style="list-style-type: none"> ● What are different ways we can use a ball?
Enduring Understanding	<ul style="list-style-type: none"> ● Practicing ball skills improves hand-eye coordination and prepares us for team sports.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate the ability to throw, catch, bounce, roll, and strike a ball.
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.1: Perform movement skills that combine and balance movements.
Unit	Movement & Locomotor Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Basic movement skills are the foundation of physical fitness.
Life Skill	<ul style="list-style-type: none"> ● Coordination, balance, spatial awareness
Vocabulary	Locomotor, non-locomotor, balance, coordination

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August 2024

Essential Questions	<ul style="list-style-type: none"> ● How do our bodies move in space?
Enduring Understanding	<ul style="list-style-type: none"> ● Developing basic movement skills helps us stay active and healthy.
Student Outcomes	<ul style="list-style-type: none"> ● Demonstrate basic locomotor movements such as running, hopping, and jumping.
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.PF.2: Explore body movements and different ways to move in personal and general space.
Unit	Games & Social Skills
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Playing games teaches us important social skills and teamwork.
Life Skill	<ul style="list-style-type: none"> ● Cooperation, sportsmanship, communication
Vocabulary	Game, rules, teamwork, fair play

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Essential Questions	<ul style="list-style-type: none"> ● How do games help us learn to work together?
Enduring Understanding	<ul style="list-style-type: none"> ● Playing games helps us develop social skills like cooperation, communication, and fair play.
Student Outcomes	<ul style="list-style-type: none"> ● Participate in simple games and activities that require teamwork and following 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.4: Demonstrate cooperative skills in group activities.

Curriculum Modifications	
Special Education and 504 Students	<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

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	<ul style="list-style-type: none"> ● 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 ● 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 style="text-align: center;"><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.

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Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities