

Toms River Regional Schools

Original Adoption:	August 2016
Created by:	PE PLC
Revised on:	August 2019
Revised by:	PE PLC

Toms River Regional Schools Middle School Health Curriculum	
Content Area: H&PE	
Course Title: Health	Grade Level: Grade 6
Decision Making & Goal Setting	4 Days
Social & Emotional Health	4 Days
Communication	4 Days
Disease & Health	4 Days
Relationships	4 Days
Family Life	4 Days
Character Development	4 Days
Advocacy & Service	4 Days
Nutrition	4 Days
Safety	4 Days
Medicine	4 Days
Mindfulness & SEL	45 Days

Unit 1 - Overview

Content Area: Health

Unit Title: Decision Making and Goal Setting
 Duration : 4 Days

Grade Level: 6th grade

Unit Summary:
 In the “Decision Making and Goal Setting” unit, students will learn how to make effective decisions using strategies taught to them.

Unit 1 - Standards

Standards (Content and Technology):

Primary Interdisciplinary Connections:
21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards
6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. **Mathematics Standards**
6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards
 Identify the elements of dance in planned and improvised dance sequences.
 Use improvisation to discover new movement to fulfill the intent of the choreography.
 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:
21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.2.6.B.1	Use effective decision-making strategies.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3	Determine how conflicting interests may influence one’s decisions.
2.2.6.B.4	Apply personal health data and information to support achievement of one’s short- and long-term health goals.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Unit Essential Question(s):

- What are decision making strategies?
- How do conflicting interests influence one’s decisions?

Unit Enduring Understandings:

- Decision making strategies can become more difficult with conflicting interests.
- It is imperative to employ decision making strategies when the decisions become more difficult.

Unit Learning Targets/Objectives:

Students will...

- Students will be able to use effective decision making strategies.
- Students will be able to predict how the outcome of a health related decision may differ in an alternative decision is made by yourself or others.
- Students will be able to determine how conflicting interests may influence one's decisions.

Evidence of Learning

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials:

<http://www.ric.edu/sherlockcenter/publications/rsdcfullversion.pdf>

<https://www.projectsart.co.uk/smart-goals.php>

Modifications:

At-Risk Students:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

- Provide extended time to complete tasks
- Consult with a guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

504:

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
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- Consult with Case Managers and follow IEP
- accommodations/modification

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

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English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.

- Accept participation at any level

Teacher Notes:

Additional Resources:

Unit 2 - Overview**Content Area:** Health**Unit Title:** Social and Emotional Health

Duration :4 Days

Grade Level: 6th grade**Unit Summary:**

In the social and emotional health unit, students will learn about loss, protective factors, and crisis. Students will learn what these topics are and how to effectively deal with them. Also covered within the unit will be the resolution of incidents at school and in the community involving conflict, violence, harassment, gangs, discrimination, and bullying.

Unit 2 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

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21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
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2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
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2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
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8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
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8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
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8.2.5.E.1	Identify how computer programming impacts our everyday lives.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP3	Attend to personal health and financial well-being.
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CRP4	Communicate clearly and effectively and with reason.
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CRP9	Model integrity, ethical leadership and effective management.
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CRP12	Work productively in teams while using cultural global competence.
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Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Interdisciplinary Connection	
NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do personal assets and protective factors support healthy social and emotional development? <input type="checkbox"/> How do people deal with loss and change? <input type="checkbox"/> How do you resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is important that students know the services that are available to them when dealing with change, or loss ● Educational services are vital to resolving incidents of conflict, violence, harassment, and bullying.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to explain how personal assets and protective factors support healthy social and emotional development. ● Students will be able to compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. 	

- Students will be able to make recommendations on how to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Evidence of Learning

Formative Assessments

- **Observation**
- **Homework**
- **Class participation**
- **Notebook**
- **Discussions**

Summative Assessments

- **Projects (incorporating technology), test, notebook, quizzes**

Benchmark

- **Quarterly**
- **Fitness Testing**

Alternative

- **Adapted Version of Written Assessment**
- **Oral Testing**

Resources/Materials :

- <http://www.secondstep.org/social-emotional-learning>
- <https://proudtobeprimary.com/social-emotional-learning/>

Modifications:

Special Education: Allow errors

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

504 Students:

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Teacher Notes:

Additional Resources:

Unit 3 - Overview**Content Area:** Health**Unit Title:** Communication

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

Communication is a very important skill in school and outside of school. In this unit, students will learn the importance of it. They will also learn how to demonstrate different communication skills in different settings.

Unit 3 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

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Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

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21st Century Themes/Careers:

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Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
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Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

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Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
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2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP3	Attend to personal health and financial well-being.
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CRP4	Communicate clearly and effectively and with reason.
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Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
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Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is verbal and nonverbal communication? <input type="checkbox"/> In what settings are verbal and/or nonverbal communication acceptable? <input type="checkbox"/> What is the importance of learning refusal, negotiation and assertiveness skills? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are several different forms of communication other than verbal. ● The ability to communicate what you want clearly is an essential life skill. 	
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to demonstrate verbal and nonverbal interpersonal communication in various settings. ● Students will be able to demonstrate the use of refusal, negotiation, and assertiveness skills in different situations. 		
<p>Evidence of Learning</p>		

Formative Assessments

Observation

Homework

Class participation

Notebook

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Projects (incorporating technology), test, notebook, quizzes

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Alternative

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Oral Testing

Resources/Materials :

<https://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills>

<http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
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At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Teacher Notes:

Additional Resources:

Unit 4 - Overview**Content Area:** Health**Unit Title:** Diseases and Health Conditions

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

In the health conditions unit, students learn about how to detect and treat diseases. They will also learn about mental illnesses such as depression and anxiety.

Unit 4 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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CRP2. Apply appropriate academic and technical skills.

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CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
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Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

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Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How are the diseases and health conditions prevalent in adolescents detected and treated? ● What are mental illnesses? ● How are mental illnesses detected and treated? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Visiting a doctor for an annual physical exam is the best way to detect disease and health conditions in adolescents. ● It is important to recognize the signs of mental illness, so that it can be treated.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to list diseases and health conditions prevalent in adolescents. ● Students will be able to explain how diseases prevalent in adolescents are detected and treated. ● Students will be able to list and define different mental illnesses. ● Students will be able to explain how mental illnesses are detected and treated. 	
<p>Evidence of Learning</p>	

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials :

<https://copingskillsforkids.com/calming-anxiety>

<https://childmind.org/article/anxiety-and-mindfulness/>

Modifications:

Special Education Allow errors

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

504:

Allow errors

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

Suggested Pacing Guide

Teacher Notes:

Additional Resources:

Unit 5 - Overview**Content Area:** Health**Unit Title:** Relationships

Duration : 4 Days

Grade Level: 6th grade**Unit Summary:**

The relationships unit includes relationships between friends, families, and dating behaviors.

Unit 5 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.4.6.A.1	Compare and contrast how families may change over time.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.3	Examine the types of relationships adolescents may experience.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there different types of families? <input type="checkbox"/> What types of relationships might adolescents experience? <input type="checkbox"/> Why is it important to understand conflict resolution within relationships? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are many different types of family structures. ● Adolescents will experience a variety of relationships.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to compare and contrast how families may change over time. ● Students will be able to analyze the characteristics of healthy friendships and other relationships. ● Students will be able to examine the types of relationships adolescents may experience. ● Students will be able to list steps in conflict resolution. ● Students will be able to explain what dating is and what dating behaviors are. 	
<p>Evidence of Learning</p>	

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials :

<https://fcscortland.org/Health+Relationships>

Modifications:

Special Education

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

504:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with a guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Teacher Notes:

Additional Resources:

Unit 6 - Overview**Content Area:** Health**Unit Title:** Family Life

Duration : 4 Days

Grade Level: 6th grade**Unit Summary:**

Family life is a unit that encompasses all topics surrounding dating and puberty. Within this unit students are able to learn about their own bodies and the changes that will happen to them during adolescence. They will also learn behaviors that are appropriate and inappropriate along with consequences for these behaviors.

Unit 6 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.4.6.B.1	Compare growth patterns of males and females during adolescence.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy
2.4.6.C.2	Identify signs and symptoms of pregnancy
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
21st century themes and skills (standard 9)	
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.

Toms River Regional Schools

CRP3	Attend to personal health and financial well-being.		
CRP4	Communicate clearly and effectively and with reason.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
Educational Technology Standards			
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.		
Interdisciplinary Connection			
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Question(s): <input type="checkbox"/> What is puberty? <input type="checkbox"/> What is abstinence? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students begin to experience physical and emotional changes during puberty. </td> </tr> </table>		Unit Essential Question(s): <input type="checkbox"/> What is puberty? <input type="checkbox"/> What is abstinence?	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students begin to experience physical and emotional changes during puberty.
Unit Essential Question(s): <input type="checkbox"/> What is puberty? <input type="checkbox"/> What is abstinence?	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students begin to experience physical and emotional changes during puberty. 		

- What are the possible physical, social and/or emotional impacts that adolescents could feel because of being sexually active?

- Abstaining from sexual activity is the only way completely avoid STD's or unwanted pregnancy.

Unit Learning Targets/Objectives:

Students will...

- Students will be able to compare growth patterns of males and females during puberty.
- Students will be able to summarize strategies to remain abstinent.
- Students will be able to list ways to resist pressures to become sexually active.
- Students will be able to determine behaviors that place one at risk for HIV/AIDS, STD's, or unintended pregnancy.
- Students will be able to predict the possibly physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Students will be able to summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Students will be able to predict challenges that they be faced with by adolescents and their families.

Evidence of Learning

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials :

<https://www.kapponline.org/marshall-sex-education/>

<https://teachingsexualhealth.ca/parents/information-by-topic/reproduction-pregnancy/>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

504:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
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English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
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At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Teacher Notes:

Additional Resources:

Unit 7 - Overview**Content Area:** Health**Unit Title:** Character Development

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

The character development unit incorporates everything from ethical values to how to proactively include peers with disabilities inside and outside of school. The goal of the unit is for students to learn how to become upstanding citizens.

Unit 7 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect

income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
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2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
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2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
-----------	---

8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
------	---

CRP3	Attend to personal health and financial well-being.
------	---

CRP4	Communicate clearly and effectively and with reason.
------	--

CRP9	Model integrity, ethical leadership and effective management.
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CRP12	Work productively in teams while using cultural global competence.
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Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
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Interdisciplinary Connection

NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are ethical values? <input type="checkbox"/> How do our values come into play when making decisions? <input type="checkbox"/> How do we proactively include peers with disabilities inside and outside of school? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Ethical values are necessary when making all decisions. ● Our values come into play when interacting with a variety of students.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to explain how character and core ethical values can be useful in addressing challenging situations. ● Students will be able to predict situations that may challenge an individual's core ethical values. ● Students will be able to proactively include peers with disabilities at home, school, and in community activities. 	
<p>Evidence of Learning</p>	

Formative Assessments

- Observation
- Homework
- Class participation
- Notebook
- Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Resources/Materials :

<http://www.goodcharacter.com/ESTopics.html>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

504:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Teacher Notes:

Additional Resources:

Unit 8 - Overview**Content Area:** Health**Unit Title:** Advocacy and Service

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

During the unit titled, “Advocacy and Service,” students will learn about different volunteer opportunities within their community. They will research them and inform peers about them in the hopes of raising awareness. This unit will also be used to encourage student recognition of health data and it’s relation to personal wellness.

Unit 8 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect

income.
 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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2.2.6.D.2	Develop a position about a health issue in order to inform peers.
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2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP3	
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CRP4	Communicate clearly and effectively and with reason.
------	--

CRP9	Model integrity, ethical leadership and effective management.
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CRP12	Work productively in teams while using cultural global competence.
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Educational Technology Standards

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

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Atte

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the importance of volunteering? <input type="checkbox"/> How can we inform our peers of volunteer opportunities and the importance of it? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Volunteering allows students to organize and gain a sense of responsibility. ● Working together with peers on volunteer initiatives will strengthen the sense of community within the class, and school. 	
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to appraise the goals of various community organization initiatives to determine opportunities for volunteer service. ● Students will be able to develop a position about a health issue in order to inform peers. 		
<p>Evidence of Learning</p>		

Formative Assessments

- Observation
- Homework
- Class participation
- Notebook
- Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Resources/Materials :

<https://www.learningtogive.org/units/i-can-do/create-volunteer-spirit>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

504:

Allow errors

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Teacher Notes:

Additional Resources:

Unit 9 - Overview**Content Area:** Health**Unit Title:** Nutrition

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

In the nutrition unit, students will learn the importance of a balanced diet by incorporating the discussion of food labels, what factors influence food choices, and benefits/risks associated with nutritional choices.

Unit 9 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.1.6.B.1	Determine factors that influence food choices and eating patterns.
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
2.2.6.E.1	Determine the validity and reliability of different types of health resources.
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Interdisciplinary Connection	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> What influences food choices and eating patterns? <input type="checkbox"/> What are the benefits and risks associated with nutritional choices? <input type="checkbox"/> What is the importance knowing how to read food labels? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are many contributing factor to food choice and eating patterns, included peers, and advertising. ● Proper nutritional choices will have a positive effect on overall health and wellness.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to determine factors that influence food choices and eating patterns. ● Students will be able to list benefits and risks associated with nutritional choices based on eating patterns. 	

- Students will be able to create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Students will be able to compare and contrast nutritional information on similar food products in order to make informed choices.

Evidence of Learning

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials : <https://www.choosemyplate.gov>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

504:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modification

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary Gifted and Talented

Students:

- Provide extension activities
- Peer leaders

Teacher Notes:

Additional Resources:

Unit 10 - Overview**Content Area:** Health**Unit Title:** Safety

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

The safety unit encompasses a wide range of topics. Students will be learning about the traffic safety system, causes of unintentional injuries, basic first aid procedures, and what to do if abuse occurs.

Unit 10 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

Use an input device to select an item and navigate the screen

Navigate the basic functions of a browser.

Use digital devices to create stories with pictures, numbers, letters and words.

Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system is effective.
2.1.6.D.4	Assess when to use basic first-aid procedures.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do I do if I suspect someone in being abused? <input type="checkbox"/> When and how do I use basic first-aid procedures? <input type="checkbox"/> What are the components of the traffic safety system? <input type="checkbox"/> How do people contribute to making the system effective? <input type="checkbox"/> What are the causes of unintentional injuries in adolescents? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reporting suspected abuse is the best way to get help to those involved. ● Traffic safety works best when everyone on the road follows the rules, and works together.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be able to explain what to do if abuse is suspected or occurs. 	

- Students will be able to summarize the components of the traffic safety system and how people contribute to making the system effective.
- Students will be able to summarize the common causes of unintentional injuries in adolescents and related prevention strategies.
- Students will be able to assess when to use basic first-aid procedures.

Evidence of Learning

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials : <https://www.safekids.org/home-safety-educators>
<https://www.kidpower.org/library/article/safe-without-scared/>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

504:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
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English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Teacher Notes:

Additional Resources:

Unit 11 - Overview**Content Area:** Health**Unit Title:** Medicine

Duration 4 Days

Grade Level: 6th grade**Unit Summary:**

In the medicine unit, students learn the difference between prescription and over-the-counter drugs. They are also taught abuse and overuse of drugs. The goal of the unit is for students to understand the safe way of taking medications.

Unit 11 - Standards**Standards (Content and Technology):****Primary Interdisciplinary Connections:**

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.D.5 Explain the economic principle of supply and demand.
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

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8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

NJSLS Standards

2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse
2.3.6.B.2	Relate tobacco use and the incidence of disease
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and non-smokers
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
2.3.6.B.6	Summarize signs and symptoms of inhalant abuse.
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug free.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

Toms River Regional Schools

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Interdisciplinary Connection	
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What is the difference between prescription and over-the-counter drugs?
- What are the short and long-term effects of abusing over-the-counter and prescription medications?
- What are the physical effects of alcohol and tobacco use?
- What are the effects of alcohol and tobacco use based on the law?
- How can you tell someone is abusing illegal drugs?
- What leads to drug dependency?
- What strategies can be used to stop drug abuse?

Unit Enduring Understandings:

- Students must understand that prescription drugs are intended only for the person they are prescribed to.
- Drug abuse has many adverse side effects.
- Students will understand the effects of alcohol and tobacco use.
- Students will recognize signs and symptoms of drug abuse.
- Students will know what factors contribute to drug addiction and the effective strategies that can help stop addiction.

Unit Learning Targets/Objectives:

Students will...

- Students will be able to compare and contrast the short and long term effects for the abuse of commonly used over-the-counter drugs and prescription drugs.
- Students will be able to compare and contrast information found on over-the-counter and prescription medications.
- Students will be able to list the effects of alcohol and tobacco use.
- Students will be able to recognize the signs of drug abuse.

Evidence of Learning

Formative Assessments

Observation

Homework

Class participation

Notebook

Discussions

Summative Assessments

Projects (incorporating technology), test, notebook, quizzes

Benchmark

Quarterly

Fitness Testing

Alternative

Adapted Version of Written Assessment

Oral Testing

Resources/Materials :

<http://www.scholastic.com/browse/article.jsp?id=3757744> <https://leadrugs.org>

Modifications:

Special Education:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

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English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
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- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Teacher Notes:

Additional Resources:

Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Duration 45 Days

Grade Level: 6th Grade

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for intermediate students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period.

Learning Targets

Standards (Content and Technology):

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines. Mathematics Standards 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

Identify the elements of dance in planned and improvised dance sequences.

Use improvisation to discover new movement to fulfill the intent of the choreography.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence**

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

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CPI#:	Statement:
2.1.6.E.1	Explain how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3	Determine how conflicting interests may influence one’s decisions.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.

Interdisciplinary:

RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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Toms River Regional Schools

NJ SEL Competencies:	
Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Unit Essential Question(s):

- What is mindfulness?
- Why is mindfulness important?
- How can we take small steps to turn mistakes into opportunities?
- How can we align our interests with our core values and our passions with what matters most to us?
- How does surrounding ourselves with people who build us up and inspire us help us to live our best life?
- How can we celebrate successes and setbacks while on the journey to achieve our goals?
- How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier?
- How can we give back through our interests and passions?
- How can we be brave, try new things, and stay focused on the path to achieving our dreams?

Unit Enduring Understandings:

- Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.
- Students will use breathing and other techniques learned to help diffuse situations and emotions.
- Students will be able to embrace creativity and imagination and look on the bright side of things.
- Students will understand that they are all unique individuals with unique passions and talents.
- Students will learn to actively seek ways to offer kindness in order to strengthen these relationships.
- Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way.
- Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome.
- Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world.
- Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.

Unit Learning Targets/Objectives:

Students will...

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try to understand what someone is trying to communicate.
- think before reacting so as to ensure the reaction is purposeful and appropriate.
- Change their mindset to identify the positive in their lives
- Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world.

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Oral Testing

Resources/Materials (copy hyperlinks for digital resources):

7 Mindsets Link: <https://7mindsets.com/> (See Tech Department for login)

<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

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