

Ocean Academy Charter School
Curriculum Guide
Grade 3 - Health



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Health Grade 3 Curriculum	
Content Area: Heath	
Course Title: Heath	
Grade Level: 3	
Unit Title	Pacing Guide in Days
Unit 1: Physical Wellness	4 days (Health is conducted one day a week for half the school year).
Unit 2: Safety	5 days (Health is conducted one day a week for half the school year).
Unit 3: Personal and Mental Health	9 days (Health is conducted one day a week for half the school year).

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Unit 1 Physical Wellness	Duration: 4 days (Health is conducted one day a week for one trimester)
Target Course/Grade Level: 3	
Introduction/Unit Focus: This unit introduces students to the important ideas of physical fitness, lifelong wellness, and nutrition, helping them understand how these areas work together to keep our bodies healthy and strong. Physical fitness means being able to move easily, handle daily activities, and	

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respond to unexpected challenges without getting too tired. Students will learn that physical activity can happen at many different levels: light, moderate, or intense and that being active helps the body work better.

Lifelong fitness is about making healthy choices every day that support a strong body and mind throughout a person's life. It's not just about playing sports or competing but about setting personal goals, enjoying movement, and staying active in ways that fit each person's life. Students will explore how being active reduces the risk of many diseases and injuries and helps us feel better overall.

Nutrition plays a key role in physical wellness. Students will discover how eating a balanced and healthy diet supports their energy and growth. They will learn how to make good food choices by understanding different food groups, portion sizes, and the effects of sugars, fats, and cholesterol. Students will also learn how to balance the food they eat with physical activity, considering factors like age and lifestyle.

Throughout this unit, students will develop habits that promote a healthy body and mind, helping them make informed choices that support their well-being now and in the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the

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information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Physical Fitness

Lifelong Fitness

Nutrition

Comprehensive Health and Physical Education Practices

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Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	-2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. -2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. -2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance,

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	flexibility, body composition, nutrition) to evaluate personal health.
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	-2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. -2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
Personal and community resources can support physical activity.	-2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	-2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Standards for Informational Text
 - RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
 - RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- Writing Standards
 - W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- Speaking and Listening Standards
 - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time

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about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion ○ SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Science ○ 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills

Unit Learning Targets (Objectives):

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Students will be able to...

- Explore how new technology helps people be more active and fit.
- Understand how the body changes and gets stronger over time with regular exercise.
- Tell the difference between activities that improve skill-related fitness and those that improve health-related fitness.
- Explain how being active, eating healthy foods, and body shape are all connected.
- Explain how regular physical activity helps the body, mind, and feelings (physical, social, and emotional benefits).
- Explore how things like age, gender, family traits, training, and healthy habits affect fitness.

Unit Enduring Understandings:

Students will know...

- How to check their own fitness, make a plan to get fitter, and use technology to help them.
- Why it's important to be physically active every day.
- How to use what they know to get better at each part of fitness.
- How to do different kinds of physical activities that help improve different parts of fitness.

Unit Essential Questions:

- What can help me and my community stay active?
- How do exercise and health work together?
- How do things like age, family, and habits affect how fit I am?
- What are the five parts of fitness?
- Why is being active important for our health?

Instructional Plan

- Students will be able to demonstrate an appropriate understanding of strength, endurance, flexibility and cardiovascular endurance in fitness activities.
- Students will demonstrate an understanding that physical fitness is a component of healthful living.
- Students will learn how to develop and attain a personal fitness goal to improve performance.
- Students will learn what flexibility, endurance, and strength are and how they are implemented in different types of exercise.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics

- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation

Special Education

- Use visuals, diagrams, and multimedia to explain abstract health concepts
 - Pre-teach key vocabulary (nutrition, safety, body systems, wellness terms)
 - Provide guided notes or graphic organizers for lessons
 - Offer small group instruction with reteaching and practice opportunities
 - Allow extended time for assignments, projects, and assessments
 - Provide alternative ways to demonstrate learning (oral response, project, visual display)
 - Adapt health activities for physical or cognitive needs (simplify directions, provide prompts, chunk tasks)
 - Follow all IEP modifications and ensure access to assistive technology
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Students with 504 Plans

- Provide extended time for written or performance-based assessments
 - Allow oral responses or alternate formats for assignments
 - Offer preferential seating or positioning for participation and safety
 - Provide access to assistive devices or supports as required by the 504 plan
 - Modify workload or break tasks into smaller, manageable steps
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Students at Risk of Failure

- Provide structured outlines, guided notes, or highlighted key points
- Break complex concepts (nutrition labels, safety rules, decision-making) into smaller chunks
- Offer frequent check-ins and monitoring during independent or group work
- Pair with a peer buddy or tutor for review and reinforcement

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- Provide targeted vocabulary support and simplified language in directions
 - Reduce the number of test/quiz items without changing the learning goals
-

Gifted and Talented

- Encourage application of health concepts through real-world problem-solving (e.g., designing a healthy menu, creating a safety campaign)
 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
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Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
 - Pair with a language buddy for discussions and group work
 - Use sentence starters and word banks to support oral and written responses
 - Provide visual labels for classroom resources and materials
 - Allow oral or visual project presentations in place of extensive written work
 - Use gestures, modeling, and demonstrations to clarify directions
-

Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
- Encourage family participation in health-related projects or assignments
- Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
- Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

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Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Physical Education	
Unit Title: Unit 2 Safety	Duration: 5 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 3	
Introduction/Unit Focus: In this unit, students will learn important ways to stay safe and healthy in their daily lives. They will discover how being aware of their surroundings and understanding different situations can help prevent injuries and illnesses. Sometimes, people may face uncomfortable or unsafe situations that are beyond their control. It is important for students to know that in these cases, they should seek help from a trusted adult and understand that it is not their fault. Students will also explore different health conditions, including illnesses and diseases that can be either short-term or long-lasting. They will learn about how some diseases can spread from person to person or through animals and insects. Understanding how to stay healthy through good habits, early check-ups, and vaccines will help children protect themselves and their community from getting sick. Finally, students will learn about medicines, how they help treat pain and illnesses and why it is important to use them safely. They will discuss the difference between medicines prescribed by a doctor and those that can be bought at the store, and why taking medicine the right way is very important to stay healthy.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

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Disciplinary Concepts and Core Ideas

Personal Safety

Health Conditions, Diseases, and Medicines

Alcohol, Tobacco and other Drugs

Dependency, Substances Disorder, and Treatment

Comprehensive Health and Physical Education Practices

Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and

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	outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly
Alcohol, Tobacco and other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Safety includes being aware of the environment and understanding how	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

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certain situations could lead to injury or illness.	
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Standards for Informational Text ○ RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. ○ RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. ● Writing Standards ○ W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. ● Speaking and Listening Standards ○ SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. F. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time	

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about the topics and texts under discussion). G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. H. Explain their own ideas and understanding in light of the discussion ○ SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Science ○ 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
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New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

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Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills

Unit Learning Targets (Objectives):

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Students will be able to...

- Understand how to protect themselves and stay healthy.
- Communicate clearly and safely with others both in person and online.
- Understand personal space and general space awareness.
- Learn about decision making and setting goals.
- Identify the effects of alcohol, tobacco, and drugs.
- Recognize the difference between healthy and unhealthy relationships.

Unit Enduring Understandings:

Students will know...

- Safety means being aware of their surroundings and knowing how some situations can cause injury or illness.
- Setting healthy personal boundaries helps children say no and stay safe when feeling uncomfortable or in unsafe situations.
- People can use safe ways to communicate online and protect themselves in digital spaces.
- Taking steps like good hygiene and healthy habits can help prevent diseases.
- Using alcohol, tobacco, and drugs can harm the user and affect their family and community.
- Substance abuse can cause both short- and long-term health problems.

Unit Essential Questions:

- How can you prevent getting hurt or sick?
- What are safe and respectful ways to talk and share online?
- What does it mean to have personal boundaries, and why should we respect others' boundaries?
- What products have alcohol, tobacco, or drugs, and what do they do to your body?
- What should you do if someone is choking, bleeding, burned, poisoned, or having a stroke?
- How can you stop the spread of germs that cause sickness?
- Why are vaping, e-cigarettes, alcohol, and drugs harmful to your body?
- What signs show someone might be struggling with addiction, and where can they get help?
- How can you say no to things that are unsafe or unhealthy?
- Who can you talk to if someone you know is having problems with alcohol or drugs?
- What dangers can happen when riding in a car, and how can you stay safe?
- What can you do if you feel uncomfortable or in danger?
- How does mental health affect how you feel and stay well?

Instructional Plan

There are many dangers including strangers, unsafe areas, medicine, fire, environment, and other risk factors to students' health that will be presented to the students. Characterize/dramatize safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school and community. First aid procedures, including the assessment of choking and breathing, control of bleeding and the care of minor wounds and burns. Abuse can take several forms, including verbal, emotional, sexual and physical (appropriate

touching, inappropriate touching). The characteristics of strangers, acquaintances and trusted adults demonstrate safe and appropriate ways to deal with each.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation

Special Education

- Use visuals, diagrams, and multimedia to explain abstract health concepts
- Pre-teach key vocabulary (nutrition, safety, body systems, wellness terms)
- Provide guided notes or graphic organizers for lessons
- Offer small group instruction with reteaching and practice opportunities
- Allow extended time for assignments, projects, and assessments
- Provide alternative ways to demonstrate learning (oral response, project, visual display)
- Adapt health activities for physical or cognitive needs (simplify directions, provide prompts, chunk tasks)
- Follow all IEP modifications and ensure access to assistive technology

Students with 504 Plans

- Provide extended time for written or performance-based assessments
- Allow oral responses or alternate formats for assignments
- Offer preferential seating or positioning for participation and safety
- Provide access to assistive devices or supports as required by the 504 plan

- Modify workload or break tasks into smaller, manageable steps
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Students at Risk of Failure

- Provide structured outlines, guided notes, or highlighted key points
 - Break complex concepts (nutrition labels, safety rules, decision-making) into smaller chunks
 - Offer frequent check-ins and monitoring during independent or group work
 - Pair with a peer buddy or tutor for review and reinforcement
 - Provide targeted vocabulary support and simplified language in directions
 - Reduce the number of test/quiz items without changing the learning goals
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Gifted and Talented

- Encourage application of health concepts through real-world problem-solving (e.g., designing a healthy menu, creating a safety campaign)
 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
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Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
 - Pair with a language buddy for discussions and group work
 - Use sentence starters and word banks to support oral and written responses
 - Provide visual labels for classroom resources and materials
 - Allow oral or visual project presentations in place of extensive written work
 - Use gestures, modeling, and demonstrations to clarify directions
-

Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics

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- (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
 - Encourage family participation in health-related projects or assignments
 - Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
 - Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Physical Education	
Unit Title: Unit 3 Personal and Mental Health	Duration: 9 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 3	
Introduction/Unit Focus: In this unit, students will learn about emotional health and how it helps us understand and express our feelings. They will explore ways to handle stress and make good choices when dealing with friends, family, and others. Being emotionally healthy means learning how to solve problems in a positive way, asking for help when needed, and sharing feelings with confidence. Students will also learn about the people and places in their community that help keep everyone healthy and safe. Students will discover how community health services support families and individuals by providing important resources like doctors, nurses, and places to get help when someone is sick or needs care. These services also help during emergencies, like natural disasters, and work to make sure everyone gets fair and respectful treatment. By understanding emotional health and community support, students will gain tools to take care of themselves and help others in their community.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

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Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Personal Growth and Development

Emotional Health

Social and Sexual Health

Community Health Services and Support

Comprehensive Health and Physical Education Practices

Acting as responsible and contributing member of society

Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

Building and maintaining healthy relationships

Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive

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	ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments

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	allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths,

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	traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

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All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
Family members impact the development of their children physically, socially and emotionally.	2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Standards for Informational Text
 - RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
 - RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- Writing Standards
 - W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- Speaking and Listening Standards
 - SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. J. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). K. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. L. Explain their own ideas and understanding in light of the discussion ○ SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Science ○ 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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	9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and Statement)	
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Understand the relationship between physical health and mental well-being.
- Identify healthy ways to cope with stress and conflicts.
- Recognize basic social and emotional needs of everyone.
- Describe appropriate and inappropriate behaviors related to mental and sexual abuse.
- Demonstrate healthy decision-making when communicating to solve conflicts.
- Identify types of disabilities and show respectful behavior when interacting with people with disabilities.
- List personal needs and wants related to health and safety.
- Talk about situations that might cause conflict and how to resolve them positively.
- Relate decision-making skills to personal health.
- Determine how parents and others influence health decisions.
- Identify possible conflicts between people and ways to handle them.
- Learn strategies to build positive mental health.

Unit Enduring Understandings:

Students will know...

- People grow and change in many ways, both seen and unseen (physical, emotional, and social changes).
- Families share responsibilities, and as children grow, they take on more tasks at home.
- Good nutrition helps the body work well and stay healthy.
- Changes can affect behavior and feelings about oneself.
- Sharing work and responsibilities is part of family life.

Unit Essential Questions:

- What is good character, and why does it matter?
- How do families share tasks and responsibilities at home?
- How do our relationships with others affect our health and happiness?
- Who should you call in an emergency?
- What causes conflict, and how can it be prevented?
- How does positive mental health help us stay well and respect ourselves?
- What is the connection between physical and mental health?
- How do our attitudes and actions help promote good health?
- Why is it important to have community helpers during emergencies?
- What is nutrition, and why is it important?

Instructional Plan

- Bullying Prevention - Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts.
- Ethics - When making an ethical decision in everyday life, do unto others as you'd have them do unto you.

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- Body Systems - These activities that will help your students learn about the heart and cardiovascular system.
- Lyme Disease Prevention -The guidelines shall emphasize disease prevention and sensitivity for victims of the disease.
- Growth and Development - How does your body know when to grow? How does it keep your cells fueled with energy?
- Nutrition (Food Labels) - Nutrition Facts food labels offer important information, but only if we know how to read them. Students use food labels to make healthier food choices.
- Stress - Kids experience stress in many ways. Some are overscheduled, worried or afraid, while others have butterflies before a test, event or performance. Activities that will help your students identify, reduce, and avoid stress, as well as understand the difference between good and bad stress.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
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Summative Assessments

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Benchmark Assessments:

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Suggested Options for Differentiation

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 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
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Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
- Pair with a language buddy for discussions and group work
- Use sentence starters and word banks to support oral and written responses
- Provide visual labels for classroom resources and materials

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- Allow oral or visual project presentations in place of extensive written work
 - Use gestures, modeling, and demonstrations to clarify directions
-

Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
- Encourage family participation in health-related projects or assignments
- Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
- Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

Teacher Notes