



## Curriculum Checklist

**Big Idea:** The course curriculum should reflect all required elements as well as what is actually taught and learned in a course. A teacher unfamiliar with a course should be able to read the course curriculum and understand what is to be taught and learned, with quality suggestions for assessment and instructional activities.

[ATLAS VIDEO TUTORIAL](#)

#	Task	✓
1	<p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>Title of course centered and bold</li> <li>Under title write Introduction centered and bold</li> <li>Add district language into the course description from what was normally included in the introduction page</li> <li>DO NOT INDENT, JUSTIFIED LEFT, USE 1 SPACE BETWEEN PARAGRAPHS</li> <li>Add Department, Curriculum Committee, Curriculum Developed and Date of Board Approval following template below. Date of BOE will be added by your supervisor after approval at BOE meeting</li> </ul> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p style="font-size: small; margin: 0;">Course Description</p> <div style="text-align: center; margin: 5px 0;"> <b>Health Grade 4 Introduction</b> </div> <p style="font-size: x-small; margin: 0;">The Fourth Grade Health Education program is designed to give students the opportunity to examine the importance of social health, personal safety and substance awareness. Students will learn the importance of nurturing healthy relationships among friends and families, strategies for coping when faced with difficult situations, and the importance of communicating with family and trusted adults. This curriculum is also designed to give students the ability to analyze various health issues associated with substance abuse and identify ways to seek help for oneself or others. Throughout this course students will be provided the opportunity to explore the effect that external influences may have on social health and how to identify the resources and strategies available to manage health issues. To achieve these goals, this course will be guided by both the New Jersey Student Learning Standards for Comprehensive Health and Physical Education and the National Standards for Health Education.</p> <div style="text-align: right; font-size: x-small; margin-top: 10px;">           Department of Health and Physical Education            Marybeth Foran, Supervisor  <b>Curriculum Committee</b>            Haydn Bowles and Audra Marsh  <b>Curriculum Developed</b>            July 2022  <b>Date of Board Approval</b>            August 23, 2022         </div> </div>	
2	<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>Create/Review Unit Titles</li> <li>Titles need to be less than 48 characters</li> </ul>	
STAGE 1: DESIRED RESULTS		
3	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li><i>New Jersey Student Learning Standards:</i> Add appropriate content standards</li> <li><i>Standard 9.4 Life Literacies &amp; Key Skills/Technology:</i> In the 2020 revision of the standards, Standard 8.1 has been converted to 9.4. Computer Science, and the Technology Standard has been</li> </ul>	

	<p>expanded to encompass Life Literacies &amp; Key Skills, now Standard 9.4. <i>This standard does not need to be in every unit, but it does need to be addressed somewhere in the document.</i></p> <ul style="list-style-type: none"> <li>• <b>Interdisciplinary Standards:</b> Must have at least one interdisciplinary connection across grades and content areas (not required for all units). (Technology, 21st century skills, companion standards, mathematical practices, and science practices do not qualify as interdisciplinary connections.) Mark as interdisciplinary by clicking the “I.”</li> <li>• <b>CASEL Standards:</b> embed if applicable.</li> <li>• <b>Career Readiness, Life Literacies, &amp; Key Skills Practices:</b> The nine Career Readiness, Life Literacies, &amp; Key Skills Practices must be included in every unit, in every document across all disciplines. Additional standards can be added as applicable.</li> </ul>	
4	<p><b>Transfer:</b></p> <ul style="list-style-type: none"> <li>• When writing a transfer statement, keep it to one sentence, follow the prompt on the template, and begin with a verb. (The student will independently use their learning to...)</li> </ul>	
5	<p><b>Enduring Understandings (EUs) 1-5:</b></p> <ul style="list-style-type: none"> <li>• Enduring Understandings are big picture items – EUs summarize important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand – not just know or do – as a result of studying a particular content area.</li> <li>• When writing EUs, follow the prompt on the template (Students will understand that...)</li> <li>• Bullet each EU and do not skip lines between EUs</li> <li>• Include a period at the end of each EU</li> <li>• Each EU needs at least 1 Essential Question</li> </ul> <p><i>Are enduring understandings “big ideas” rather than factual statements about content?</i></p>	
6	<p><b>Essential Questions (EQs) 1-5:</b></p> <ul style="list-style-type: none"> <li>• Create at least 1 EQ for every EU</li> <li>• Bullet each EQ and do not skip lines between EQs</li> <li>• EQs are complete sentences that end with a question mark</li> </ul> <p><i>Tip: Ensure that the EQs and EUs are aligned (There should be an EU for each EQ.)</i>  <i>Are essential questions provocative? Do they promote inquiry? Are they questions that can be posed to students? Are they focused on big ideas rather than specific content?</i></p>	
7	<p><b>Knowledge Statements:</b></p> <ul style="list-style-type: none"> <li>• Knowledge statements are full sentences</li> <li>• When writing a knowledge statement, follow the prompt on the template and begin your statement after the word, “that...” (students will know that...)</li> <li>• Bullet each knowledge statement and do not skip lines between statements</li> <li>• Every knowledge statement needs at least one aligned skill statement</li> </ul>	
8	<p><b>Skill Statements:</b></p> <ul style="list-style-type: none"> <li>• When writing a skill statement, follow the prompt on the template and begin with a verb (students will be able to...)</li> <li>• Bullet each skill statement and do not skip lines between skill statements</li> <li>• Do not “bold” any words or phrases</li> <li>• Leveled classes 6-12: Honors level extensions can be added. Put an (H) after a skill statement intended only for honors-levels classes</li> </ul>	
<b>STAGE 2: EVIDENCE</b>		

9	<p><b>Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Formative, summative, benchmark, and alternative assessments</i></li> <li>• Ensure every grade level and content area (not necessarily every unit) includes evidence of each of the 4 assessment types</li> <li>• Assessments should align to the standards, knowledge, and skills listed in Stage 1</li> <li>• Using the pull-down tabs, give your assessment a name, type, and method</li> <li>• When adding the Standards Assessment Description, follow the prompt on the template and begin with a verb ending in ‘-ing’</li> <li>• Do not bullet assessment evidence</li> <li>• Include a period at the end of each assessment description</li> <li>• Click on the “additional standards” tab to identify standards addressed in this unit</li> <li>• Do not add attachments</li> </ul> <p><i>Do the assessments measure the attainment of the goals/core content standards? Are there a variety of assessments?</i></p>	
<b>STAGE 3: LEARNING PLAN</b>		
10	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• List key terms in paragraph form with commas separating each term</li> <li>• Only capitalize proper nouns</li> </ul>	
11	<p><b>Key Learning Events and Instruction:</b></p> <ul style="list-style-type: none"> <li>• The suggested activities should align to the assessments in Stage 2 and the standards in Stage 1</li> <li>• When writing key learning events and instruction, follow the prompt on the template and begin your statement with a verb</li> <li>• All Key Learning events should be bulleted</li> <li>• Include a period at the end of each key learning event</li> <li>• Do not add attachments</li> </ul> <p><i>Do the learning activities help students attain the standards? Are they aligned with the assessment? Are they connected to the Enduring Understanding and Essential Questions? Do they promote higher-order thinking? Do they include accommodation/modification and enrichment activities to meet the needs of all learners? Do they allow for flexibility, initiative, and opportunities for leadership? Are there any activities that may be misconstrued as age-inappropriate, political, or non-inclusive?</i></p>	
12	<p><b>Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• Include 4-5 Accommodations/Modifications for each of the areas noted: Special Education, 504, Multilingual Learners, Students at Risk of School Failure, and Gifted Students for every unit of every grade level, every unit, in all content areas</li> <li>• Notify your supervisor if you notice a modification missing</li> <li>• Do not add attachments</li> </ul>	
13	<p><b>NJ Mandates:</b></p> <ul style="list-style-type: none"> <li>• Select the appropriate mandates within the template, if appropriate. Curriculum Development: Integration of 21st Century Skills and Themes should always be checked off.</li> </ul>	

## NJ Mandates

- Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections: (N.J.A.C. 6A:8-3.1(c).
  - 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 genocides 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.
  - LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
  - Climate Change: The NJSL-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.
  - Diversity and Inclusion: Requires school districts to include instruction on diversity and inclusion as part of implementation of New Jersey Student Learning Standards.
  - AAPI Instruction: P.L.2021, c.416 Every board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Notes

**Mandated only in Social Studies: Amistad, Holocaust, and AAPI instruction**

- 14 Core and Supplemental Unit Resources:**
- Core and supplemental unit resources will be listed here for all units across all disciplines. For required and or suggested texts, include title, author, and publication information.
  - Ensure core and supplemental digital apps included here have been approved and appear on our district's digital tool approval list [Public Portal \(classlink.com\)](https://classlink.com)
  - All units across all disciplines must include the statement, "various levels of texts are available in classroom libraries and/or via digital resources" and be able to produce such resources upon request.

### ADDITIONAL STEPS

- 15 Pacing Guide:**
- Type in the title of each unit (add rows if needed) and the expected time it will take to complete.
  - Time can be measured in weeks (40).

- 16 Proofreading:**
- All sentences must end with a punctuation mark
  - Check skill statements start with a verb
  - Be consistent with/without Oxford comma