

Health (3-5) Curriculum	
Course Title: Health Curriculum	
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Philosophy

The Florham Park Public School District has designed the following comprehensive Health Curriculum to reflect the needs of the students in the community. The Social Emotional Learning curriculum component includes the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teaching the social emotional aspects of learning to students is an intricate part of this curriculum. As part of the Health component of this curriculum, the concepts that students will obtain from this curriculum will enable them to make healthy and responsible decisions in regards to their own health and safety as well as the health and safety of others, now and in the future. Students will develop a working knowledge of meaningful health concepts in the areas of: Personal Growth and Development, Nutrition, Diseases Prevention, Safety, Social and Emotional Health, Communication, Decision Making, Goal Setting, Character Development, Medicine, Alcohol, Tobacco and other Drugs, Relationships and Sexuality. This curriculum is a general guide for teachers focusing on the fundamental goals and objectives that have been identified in the area of Health education. Lessons will be developed based on the individual progress and ability of the students. Evaluation procedures are stated generally to encourage the individual expansion of the objectives depending on the teacher, level of instruction, and individual students. This health curriculum has been designed to prepare students in accordance with the New Jersey Core Curriculum Standards provided by the New Jersey Department of Education. This differentiated range of activities will allow teachers to accommodate the visual, auditory, tactile, and kinesthetic learners. The ultimate goal of the Health program is to provide students with a richer understanding of health, nutrition, hygiene, and safety.

Grades 3 Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	<p><u>Unit 1 - Wellness:</u> <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i></p>	Approximately 15 days
January February March	<p><u>Unit 2 - Integrated Skills:</u> <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i></p>	Approximately 15 days
April May June	<p><u>Unit 3 - Medicines and Drugs</u> <i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life</i></p>	Approximately 15 days

Health Unit 1: Wellness	Grade: 3
<p>Unit Summary: This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries.</p> <p>Unit Rationale: In this unit students are encouraged to take responsibility for one's own health through learning about exercise, nutrition, stress management, and prevention of illness. By learning about these specific topics, the students will be on their way to maintaining a healthy and active lifestyle.</p>	
NJ Student Learning Standards:	
<p>2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety</p> <p>Core Ideas:</p> <ul style="list-style-type: none"> • Health is influenced by the interaction of body systems. • 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. • There are actions that individuals can take to help prevent diseases and stay healthy. • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • There are strategies that individuals can use to communicate safely in an online environment. • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. <p>Performance Expectations:</p> <p>Personal Growth and Development:</p> <p>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).</p> <p>Nutrition:</p> <p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>Disease and Health Condition:</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>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).</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</p> <p>Safety:</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p>	

Social and Emotional Health:

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.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.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> Your body needs food to grow and keep you nourished. Healthy snacks are snacks such as fruits and vegetables. When shopping for food you can look at the labels for nutrition facts. Some diseases are diseases that can be spread such as pathogens and bacteria, and some are viruses. You can prevent diseases by taking good care of your body and keeping yourself clean. The best way to care for your body is to get rest, exercise, and eat a healthy diet. 	<ul style="list-style-type: none"> Why does my body need food? What kind of healthy snack choices can I make? How can I shop wisely for food? What is disease? What are some diseases and their causes? How can you prevent disease? What is the best way to care for my body?

Lessons	Description
Lesson 1: Food for a Healthy Body	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of healthful food choices Learn the importance of reading and comparing food labels Discuss how to keep foods safe to eat <p>Lesson Activities:</p> <ol style="list-style-type: none"> Lessons can be found on pages 98-116 in <i>Your Health</i> book Use a picture walk through the chapter to begin discussion Create graphic organizers of healthy foods Research and map foods Write a story about twins, one who eats right and one who doesn't Measure temperatures- hot foods and cold foods

	<p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher observation • Student projects • Teacher made rubrics • Homework • Classwork • Activity guide pages
Lesson 2: Keeping My Body Fit	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn what can cause problems with and describe how to care for their skin, eyes, mouth, nose and teeth • Identify the importance of aerobic exercise, other types of exercise, rest and sleep • Learn how to exercise safely and what to do in case of injury <p>Lesson Activities:</p> <p>Lessons can be found within pages 70-90 in <i>Your Health</i> book</p> <p>2. Explain that many people have favorite things and that sometimes those things might not always be good for them. Play “My Favorite Things” (from the musical “The Sound of Music”) and ask students to listen carefully to the song. After the song has finished, ask students to list some of the items mentioned in the song. Ask: “Are the items mentioned in the song the same as your favorite things?” Give each student a chart with several categories of “favorites” (e.g., favorite food, TV show, song, sport, game, color, season). After students have had a chance to complete the chart, divide the class into small groups to compare charts. Members of each group discuss whether their favorites contribute to wellness. After limited discussion, each group selects from their collective lists three favorites that support wellness and report to the entire class. Create a master list. Reinforce that some things on the list may be better for us than others and help us to remain healthy. Each student draws a picture of their “healthy favorite” and completes a contract statement</p> <p>3. Divide the class into small groups. Each group brainstorms tips to stay healthy—as many ideas as they can during a set time period (3-5 minutes). Reconvene the class and create a master list of tips. Organize the tips into categories (e.g., safety, nutrition, exercise). Use these ideas to create a tip of the day which can be used on bulletin boards, or to trigger journal-writing activities.</p> <p>4. Perform health skits</p> <p>5. Graph favorite exercises</p> <p>6. Play a fitness game</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Activity book pages • Teacher made assessments • Student participation

	<ul style="list-style-type: none"> • Class discussions • Student projects
Lesson 3: Diseases and Disease Prevention	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Differentiate between infectious and noninfectious diseases • Identify ways to prevent the spread of pathogens • Learn how a healthful lifestyle can reduce the risk of some diseases • investigate ways to treat common childhood diseases <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found from pages 122-141 in <i>Your Health</i> Book 2. Open this activity by asking the class how many of them have ever taken medication. Explain that some people need to take medication only when they don't feel well while others may have a health problem that requires them to take medicine every day. Give each student a list or chart of common medical conditions (e.g., asthma, diabetes, strep throat, a cold, poison ivy) that might require medication and a list of common medications. Each student completes the chart, matching the appropriate medication to the condition. After the charts are completed, focus a large group discussion on the appropriate use of medications, the need to follow treatment instructions, and sensitivity to others who have medical conditions. Associate this activity with a book on children with special health conditions (e.g., seizures, diabetes, HIV/AIDS, asthma) or a visit by the "Kids on the Block" puppet show. After the activity, students write a brief paragraph on the importance of taking medications correctly and safely. 3. Use a microscope to analyze bacteria if possible 4. Write a fictional story about a disabled person who overcomes a challenge 5. Research asthma, diabetes, cancer and heart disease, create a poster in groups about the diseases <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher observation • Student projects • Homework • Activity book pages • Teacher made assessments
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Describe why their body needs food • Plan a healthy snack • Analyze a food label • Understand disease prevention and types of diseases • Demonstrate good body care 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> Class discussion Closure activity <div>Summative Assessments:</div> <ul style="list-style-type: none"> End of Unit Culminating Discussion/Activity Wellness Activity Book <div>Benchmark Assessments:</div> <ul style="list-style-type: none"> Pre/Post Tests <div>Alternative Assessments:</div> <ul style="list-style-type: none"> Portfolios 	<div>Special Education</div> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings <div>English Language Learners</div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications <div>Students at Risk for Failure</div>

	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • <i>Subgroup Accommodations and Modifications</i> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • <i>Subgroup Accommodations and Modifications</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • <i>Subgroup Accommodations and Modifications</i>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide • http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx# • http://www.dairycouncilofca.org/Tools/MyPyramid/ • http://www.state.nj.us/education/aps/cccs/career/ • www.dare.com • www.kidshealth.org • www.dare.com • http://www.teachervision.fen.com/community-helpers/printable/29309.html • http://www.cdc.org • http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367 • http://www.hbs.org • http://edhelper.com/community_helpers.htm • http://www.sedl.org/scimath/pasopartners/senses/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Your Health (1999) Harcourt and Brace - Student Edition <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts

<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Videos • www.mypyramid.gov • www.hbschool.com • http://atozteacherstuff.com/Themes/Food Nutrition/ • www.eatsmartmovemorenc.com • www.americancancersociety.org • www.americanheartassociation.org 	
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community <p>Math Math Practice Make sense of problems and persevere in solving them.</p> <p>ELA</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board • www.safekids.com • www.bhsi.org
Integration of 21st Century Themes	Media Literacy Integration

<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Health Unit 2: Integrated Skills	Grade: 3
<p>Unit Summary: This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</p> <p>Unit Rationale: Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.</p>	

NJ Student Learning Standards:

2.1 Personal and Mental Health, 2.3 Safety

Core Ideas:

- 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.
- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Performance Expectations:

Interpersonal Communication:

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Health Services and Education:

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many people who help with the health of a community, you can research and find out • Humans such as yourself create air, noise and water pollution • You can reduce by saving water or electricity, and recycle all glass, plastic and cardboard. • To get help you must call 911 • Effective communication is talking and listening to someone else • Positive relationships can be maintained through being polite and courteous 	<ul style="list-style-type: none"> • How can I find out about people involved in the assuring the health of a community • What are the sources of air, noise, and water pollution • How can I reduce, reuse, recycle • How do I take responsibility for my own safety? • What are the safety rules for strangers and bullies? • How do I get help in an emergency situation? • How do I use effective communication skills? • How do I maintain a positive relationship?
Lessons	Description
Lesson 1: Healthy Communities	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the responsibilities of the people that work in public health

	<ul style="list-style-type: none"> ● Compare and contrast hospitals and clinics ● Define pollution ● Explain how pollution is harmful ● Identify the steps in the goal setting process ● Discuss how to prevent litter ● List ways to reduce, reuse, recycle <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 222-239 in <i>Your Health</i> book 2. Divide the class into groups of five to seven students. Give each group a scooter board and a jump rope. Draw a line (or use mats) at one end of the course and place another line (or mat) about 20 to 25 feet away. About halfway across the course, tape a hoop to the floor. Tell students to imagine this is a roaring river and they must travel across it to get to the other side. The goal is for all team members to get to the other side successfully. Any player touching the floor (the river) must return to the beginning of the course. If the team member is carrying equipment, he/she must also return to the beginning of the course. The only safe place is the rock (hoop) located in the middle of the river. Allow teams time to plan the crossing. After a designated time period to cross the river (all teams will not be successful). 3. Have litter walk around the school grounds 4. Make something from recycled materials 5. Create a survey of all the pollution problems in your area <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Class discussion ● Teacher observation ● Teacher created assessments ● Writing assignments ● Student projects ● Homework assignments ● Activity book pages
Lesson 2: Response to Emergencies	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Learn how to take responsibility for their own safety at home, in school, in vehicles, and at play ● Learn safety rules about strangers and bullies ● Learn how to get help in emergency situations and how to give first aid <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 194-215 in <i>Your Health</i> book.

	<ol style="list-style-type: none"> Safety is covered in fire drills, and during fire prevention week. Lessons can also be discussed after bullying assemblies throughout the school year. Create a safety first play Look through a sports catalog and make a list of equipment that is used for safety Write a letter to your school principal or to the editor of a newspaper about safety risks in your neighborhood or school Create a weather warning poster about how to stay safe in dangerous weather <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> Teacher observation Student participation Student projects Writing assignments Teacher created rubrics Teacher created assessments Activity book pages
Lesson 3: Using Communication Skills	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Learn positive strategies pertaining to self-respect, self-control, and effective communication skills Examine and practice methods for dealing with fear, anger, stress, and grief Recognize the importance of building and maintaining positive relationships with family members and peers Identify communication skills Use communications skills to get along with family and friends <p>Lesson Activities:</p> <ol style="list-style-type: none"> Lessons can be found on pages 18-37 and pages 52-53 in <i>Your Health</i> book. Peer mediation groups working with the guidance counselors and teachers Create a book of feelings, draw pictures of as many feelings as you can think of and then write a description under each picture. Use a fable with a moral lesson, have students write original fables based on specific content of the lesson. Help students manage their time with a time management calendar. Discuss role models have the students write a profile about their favorite person or character. Climate Change: Does what we do matter? <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> Teacher observation

	<ul style="list-style-type: none"> • Student participation • Student projects • Teacher created assessments • Activity book pages
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Discuss the people involved in ensuring a healthy community • Identify air, noise and water pollution sources • Practice safety rules • Practice getting help in an emergency situation • Use good communication skills • Identify positive relationships 	

Evidence of Learning (Assessments)	Accommodations and Modifications										
<table><tr><td>Formative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i></td></tr><tr><td>Summative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book</td></tr><tr><td>Benchmark Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Pre/Post Tests</td></tr><tr><td>Alternative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Portfolios</td></tr></table>	Formative Assessments:	<ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i>	Summative Assessments:	<ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book	Benchmark Assessments:	<ul style="list-style-type: none">• Pre/Post Tests	Alternative Assessments:	<ul style="list-style-type: none">• Portfolios	<table><tr><td>Special Education</td></tr><tr><td><ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)<p>Differentiation:</p><ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i><p>High-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i><p>Low-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Clubbing activities</i></td></tr></table>	Special Education	<ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Clubbing activities</i>
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<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>

<ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace- Teacher Edition • Weekly Reader teacher guide • http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx# • http://www.dairycouncilofca.org/Tools/MyPyramid/ • http://www.state.nj.us/education/aps/cccs/career/ • www.dare.com • www.kidshealth.org • http://www.teachervision.fen.com/community-helpers/printable/29309.html • http://www.cdc.org • http://www.hbs.org • http://edhelper.com/community_helpers.htm • http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367 • http://iweb.jackson.k12.ga.us/afurney/pollutionsolution/PollutionSolution.html • http://www.texashte.com/teachers/elementary/elementary_3rd/index.htm <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Video 	<ul style="list-style-type: none"> • Weekly Reader student magazine • Textbook: Your Health (1999) Harcourt and Brace - Student Edition <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports <p>Intervention Resources</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board • www.safekids.com • www.bhsi.org
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.

<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and CareerS</p>	<ul style="list-style-type: none"> • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Health Unit 3: Drugs and Medicine	Grade: 3
<p>Unit Summary:</p> <p>This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury.</p> <p>Unit Rationale:</p> <p>Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.</p>	
NJ Student Learning Standards:	

2.3 Safety: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Core Ideas:

- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

Performance Expectations:

Medicines:

Alcohol, Tobacco, and Other Drugs:

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Dependency/Addiction And Treatment:

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals		Essential Questions	
Students will understand that... <ul style="list-style-type: none">Medicines are drugs that are helpful to the body, other drugs alter mood and attitude.You can buy over the counter medicine at the store, and prescription medicine is only given by doctors.You can avoid taking drugs by saying no to peer pressure.Nicotine and alcohol products are cigarettes, and chewing tobacco, wine, beer and liquorTobacco tar and chemicals can give you cancer, alcohol can alter your mood and make you have bad judgement.		<ul style="list-style-type: none">How are drugs helpful and harmful to the body?What is the difference between over the counter and prescription medicinesHow do I avoid taking drugsWhat are the various nicotine and alcohol productsWhat are the harmful effects of tobacco and alcohol?	
Lessons	Description		
Lesson 1: Medicines and other Drugs	Goals/Objectives: Students will: <ul style="list-style-type: none">Explain what drugs areDistinguish between drugs that help the body and that harm the bodyDifferentiate between over the counter and prescription medicinesDescribe ways medicines can help people and how medicines are taken or applied		

	<ul style="list-style-type: none"> • Understand that medicines can be helpful only if used correctly • List the rules for using medicines safely <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 148-155 in <i>Your Health</i> book. 2. Medicine frequency tally-keep a record of the over the counter and prescription medicines that they and their family takes in a one week period, just have the student note if it is over the counter or prescription- not what kind Tally the results with other students in the class and have the students illustrate in a chart or graph 3. Create a bulletin board about making the right choices 4. Create an acrostic poem from the word medicine 5. Make drug posters- use informations about how medicines help the body 6. Follow medicine safety rules by reading appropriate labels <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Student projects • Teacher created assessments • Rubrics • Teacher observation • Activity book pages • Homework assignments • Classwork assignments
Lesson 2: Alcohol, Tobacco and Harmful Drugs	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • List the dangerous physical effects of using inhalants, marijuana, or cocaine and tell why these drugs should be avoided • Describe how to avoid breathing inhalants • Describe the harmful effects of nicotine and alcohol on the body • Identify products that contain tobacco or alcohol • Identify the effects of tobacco on specific human body parts • Describe the hazards of environmental tobacco smoke • Describe some effects of alcohol on specific body organs and on behavior • Identify safety risks associated with alcohol <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Inhalants lessons can be found on pages 158-159 and 164-165 in <i>Your Health</i> 2. Discussion of marijuana can be found on page 160 3. Cocaine discussion can be found on page 161 4. Lessons on tobacco and alcohol can be found on pages 172-181 in <i>Your Health</i> book <p>Other suggested activities:</p> <ul style="list-style-type: none"> • Perform skits about people who use illegal drugs • Make a cartoon asking people not to smoke

	<ul style="list-style-type: none"> • List ways you can keep your heart healthy on a large cut out heart • Write a paper about the importance of being drug and alcohol free • Make a picture graph listing how many people have someone in their home that smokes • Play hand slap games and time your reactions <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher observation • Student discussion • Student projects • Teacher created assessments • Written assignments • Activity book pages
Lesson 3: Refusing to Use	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe some laws regarding the sale, use and packaging of alcohol and tobacco products • Explain reasons for refusing and demonstrate ways to refuse tobacco and alcohol • Identify skills for refusal • Practice using refusal skills to say no to alcohol, drugs and tobacco • Emphasize the importance of saying no to drugs • Suggest ways to avoid dangerous drugs <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Information on laws and packaging can be found on page 182 in <i>Your Health Book</i> 2. Alcohol and tobacco refusal lessons can be found on pages 182-187 in <i>Your Health book</i> 3. "How can I Say No to Drugs" lesson can be found on pages 162-163 in <i>Your Health Book</i> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Practice using refusal skills in skits • Write a letter to a friend who asks you to do drugs • Create a comic strip about refusing drugs • Invent a game that illustrates the importance of saying no • Compare and contrast laws about tobacco and laws about alcohol <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • observation • Student participation • Student projects • Rubrics • Teacher created assessments • Activity book pages
Skills (Students will be able to...)	

- Learn that drugs can be harmful and helpful to the body
- Learn that over the counter and prescription medicines are helpful drugs that must be used safely
- Learn about harmful drugs including inhalants, marijuana, and cocaine and how to avoid them.
- Recognize various types of alcohol and nicotine products
- Examine the harmful effects of alcohol, nicotine, and tar in tobacco and environmental tobacco smoke

Evidence of Learning (Assessments)	Accommodations and Modifications												
<table><tr><td>Formative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i></td></tr><tr><td>Summative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book</td></tr><tr><td>Benchmark Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Pre/Post Tests</td></tr><tr><td>Alternative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Portfolios</td></tr></table>	Formative Assessments:	<ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i>	Summative Assessments:	<ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book	Benchmark Assessments:	<ul style="list-style-type: none">• Pre/Post Tests	Alternative Assessments:	<ul style="list-style-type: none">• Portfolios	<table><tr><td>Special Education</td></tr><tr><td><ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)<p>Differentiation:</p><ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i><p>High-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i><p>Low-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Clubbing activities</i>• <i>Exploration by interest</i>• <i>Flexible groupings</i></td></tr><tr><td>English Language Learners</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Unit 1: Curriculum for ELL</td></tr></table>	Special Education	<ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Clubbing activities</i>• <i>Exploration by interest</i>• <i>Flexible groupings</i>	English Language Learners	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Unit 1: Curriculum for ELL
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<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide • Weekly Reader teacher guide • http://www.dole.com/SuperKids/Games/GamesDetail/rabid/784/Default.aspx# • http://www.dairycouncilofca.org/Tools/MyPyramid/ • http://www.state.nj.us/education/aps/cccs/career/ • www.dare.com • www.kidshealth.org • www.dare.com • http://www.teachervision.fen.com/community-helpers/printable/29309.html 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Weekly Reader - student magazine • Textbook: Your Health (1999) Harcourt and Brace - Student Version <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports

<ul style="list-style-type: none"> • http://www.cdc.org • http://www.hbs.org • http://edhelper.com/community_helpers.htm • http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367 • www.americanhearassociation.org • www.sadd.org <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Video 	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts
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<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness

*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers	
Career Education	Global Perspectives
9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist • Communication with School Resource Officer 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Grades 4 Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	<u>Unit 1 - Wellness:</u> <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i>	Approximately 15 days
January February March	<u>Unit 2 - Integrated Skills:</u> <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable</i>	Approximately 15 days

	<i>students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i>	
April May June	<p>Unit 3 - Medicines and Drugs</p> <p><i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</i></p>	Approximately 15 days

Health Unit 1: Wellness	Grade: 4
<p>Unit Summary: Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, and caring for one's body. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy lifestyle. This unit discusses the importance of healthy habits and how to create regular routines to manage and care for your body both physically and emotionally.</p> <p>Unit Rationale: This unit was designed to increase student knowledge about the physical, emotional, and social aspects of the body and how to support a healthy, active lifestyle. This unit addresses the overlapping science unit body systems, and integrates how the physical and emotional aspects of health affect the body.</p>	
NJ Student Learning Standards:	
<p>2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety</p> <p>Core Ideas:</p> <ul style="list-style-type: none"> • Health is influenced by the interaction of body systems. • 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. • There are actions that individuals can take to help prevent diseases and stay healthy. • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. 	

- There are actions that individuals can take to help prevent diseases and stay healthy.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Performance Expectations:

Personal Growth and Development:

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).

Nutrition:

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

Diseases and Health Conditions:

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

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).

2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Safety:

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

Social and Emotional Health:

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.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.

Technology Standards:8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Skin is for protection, teeth help the digestion process, gums prevent teeth from decaying, ears help you hear. Care requires brushing and flossing, turning down the volume on radios and tv's and wearing protective eye gear. • Exercise builds muscle strength, endurance, flexibility, and strengthens the heart and lungs 	<ul style="list-style-type: none"> • What is the function of the skin, teeth, gums, eyes, and ears and how do you take care of them? • What are the positive effects of 4 types of exercise? • How does lifestyle reduce or increase the risks of contracting and developing diseases?

<ul style="list-style-type: none"> • A healthy lifestyle means staying away from people who are sick, getting vaccinations, and avoiding harmful substances • Know how stress feels and what causes it, figure out ways to handle it, learn to release tension, focus on stress one step at a time. • Basic nutrients are carbohydrates, fats, proteins, vitamins, minerals, and water. 	<ul style="list-style-type: none"> • What are the steps to managing stress? • What are basic nutrients?
Lessons	Description
Lesson 1: Nutrients and Your Digestive System	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify six major nutrients and their sources and functions in the body • Describe how the body digests and uses food • Explain how fiber is important to health <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 111-119 in <i>Your Health</i> textbook. 2. Students create a Food Guide Pyramid model (or design one using a computer program) and list foods that are appropriate for each section of the pyramid. Students can use clip art, magazine pictures, or drawings to enhance their pyramid.- label the nutrients in each food. 3. Create a food poem about any food 4. Keep a food log and label the amount of fat, calories, protein and carbohydrates in each food. 5. Complete digestive system poster, explain what happens to food as it travels <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Class Discussion • Student Participation • Rubrics • Student Projects
Lesson 2: Exercise and Stress Reduction	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain and demonstrate good posture when standing, walking, sitting and working at the computer • Define and explain the positive effects of four types of exercise and develop a personal exercise plan • Identify skills to manage stress <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Posture lessons can be found on pages 94-97 in <i>Your Health</i> book <ul style="list-style-type: none"> -research Yoga and try some yoga exercises -make posters about saying no to things that might cause neck strain -discuss the skeletal system and why it is important to posture (skeletal system activities can also be added here) 2. Lessons on 4 types of exercise can be found on pages 98- 103 <ul style="list-style-type: none"> -target vocabulary: muscle strength, flexibility, endurance, aerobic exercise, cardiovascular system

	<p>-create a fitness plan using www.myfitnesspal.com</p> <p>-research a physical fitness career such as a personal trainer and present to the class in a powerpoint</p> <p>-review the circulatory system and complete activities that are associated with circulatory system</p> <p>-Practice setting fitness goals</p> <p>3. Discuss what stress is, list ways you can cope with stress. Use pages 166-167 in <i>Your Health</i> as a guide for your lessons</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Written Assignments ● Student Projects ● Homework ● Activity Guide Pages
Lesson 3: Caring For My Body	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe the structure and function of skin, teeth, eyes, and ears and explain how to care for them ● Identify ways to prevent the spread of pathogens ● Learn how lifestyle can reduce or increase risks of contracting or developing various diseases <p>Lesson Activities:</p> <ul style="list-style-type: none"> ● Skin, teeth, and eye lessons can be found on pages 80-93 in <i>Your Health</i> book. ● Create a graphic organizer to help visualize, add to it as they work through the chapter. Define key vocabulary. ● Play a game called “What’s My Illness” ask volunteers to act out symptoms, and the class tries to guess what it is. ● More lessons can be found on pages 142-145, 148-149, 150-155 in <i>Your Health</i> book ● Create a song about a disease ● Create a timeline of when you had your vaccines ● Role play the roles of patient, nurse, and doctor when you go for a physical <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Student Projects ● Writing Assignments ● Activity Book Pages
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Understand the 4 types of exercise and their positive effects ● Identify the 4 body different body systems and as well as their parts and functions ● Become aware of stressful situations and discover how to manage stress ● Acquire vocabulary associated with lifestyle, exercise, and stress management ● Discuss the functions of the skin, teeth, gums, eyes and ears 	

- Understand basic nutrients and how they help your body

Evidence of Learning (Assessments)	Accommodations and Modifications													
<table><tr><td>Formative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i></td></tr><tr><td>Summative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book</td></tr><tr><td>Benchmark Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Pre/Post Tests</td></tr><tr><td>Alternative Assessments:</td></tr><tr><td><ul style="list-style-type: none">• Portfolios</td></tr></table>	Formative Assessments:	<ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i>	Summative Assessments:	<ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book	Benchmark Assessments:	<ul style="list-style-type: none">• Pre/Post Tests	Alternative Assessments:	<ul style="list-style-type: none">• Portfolios	<table><tr><td>Special Education</td></tr><tr><td><ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)<p>Differentiation:</p><ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i><p>High-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i><p>Low-Prep Differentiation:</p><ul style="list-style-type: none">• <i>Clubbing activities</i>• <i>Exploration by interest</i>• <i>Flexible groupings</i></td></tr><tr><td>English Language Learners</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Unit 1: Curriculum for ELL• Subgroup Accommodations and Modifications</td></tr><tr><td>Students at Risk for Failure</td></tr></table>	Special Education	<ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none">• <i>Clubbing activities</i>• <i>Exploration by interest</i>• <i>Flexible groupings</i>	English Language Learners	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Unit 1: Curriculum for ELL• Subgroup Accommodations and Modifications	Students at Risk for Failure
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<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide • Weekly Reader teacher guide • www.hbschool.com • www.mypyramid.org • http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm • www.healerwithin.org/IMLS/Gr4_nutrition.pdf • www.myfitnesspal.com • www.heart.org • www.cdc.com <p>Supplemental Professional Resources:</p>	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Weekly Reader student magazine • Textbook: Your Health (1999) Harcourt and Brace - Student Edition <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts

<ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Video 	
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board • www.safekids.com • www.bhsi.org
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February

	<ul style="list-style-type: none"> • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April
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Health Unit 2: Integrated Skills	Grade: 4
<p>Unit Summary: This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</p> <p>Unit Rationale: This unit was designed to teach students how to gain competency in health related skills. It will also enable and empower students to resist destructive behaviors and seek out positive opportunities for growth and learning.</p>	
<p>NJ Student Learning Standards:</p> <p>2.1 Personal and Mental Health, 2.3 Safety</p> <p>Core Ideas:</p> <ul style="list-style-type: none"> • 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. • Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. <p>Performance Expectations:</p> <p>Interpersonal Communication:</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>Health Services and Information:</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>Technology Standards:</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Career Ready Practices:</p> <p>Act as a responsible and contributing community member and employee.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management.</p>	

Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	
Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"> GREAT prevents violence while developing a positive bond between law enforcement and youth during their early developmental years. 	<ul style="list-style-type: none"> What does it mean to be GREAT?
Lessons	Description
Lesson 1: Great Beginnings	Goals/Objectives: Students will: <ul style="list-style-type: none"> Take part in the GREAT program provided by FPPD Lesson Activities: <ol style="list-style-type: none"> Act out various scenarios with the use of skits Complete workbook pages Engage in whole class discussion Assessment of Tasks: <ul style="list-style-type: none"> Officer Observation Class Discussions Skits GREAT workbook
Lesson 2: We're All In This Together/GREAT Days Ahead	Goals/Objectives: Students will: <ul style="list-style-type: none"> Take part in the GREAT program provided by FPPD Lesson Activities: <ol style="list-style-type: none"> Act out various scenarios with the use of skits Complete workbook pages Engage in whole class discussion Assessment of Tasks: <ul style="list-style-type: none"> Officer Observation Class Discussions Skits GREAT workbook
Lesson 3: Loud and Clear/Stay Cool	Goals/Objectives: Students will: <ul style="list-style-type: none"> Take part in the GREAT program provided by FPPD Lesson Activities: <ol style="list-style-type: none"> Act out various scenarios with the use of skits Complete workbook pages

	<p>3. Engage in whole class discussion</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Officer Observation • Class Discussions • Skits • GREAT workbook
<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> • Practice ways of communicating • Identify what a bully, victim and Bystander are • Identify trusted adults • Identify when we feel anger • Practice controlling anger • Show respect for others 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • <i>Class discussion</i> • <i>Closure activity</i> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • End of Unit Culminating Discussion/Activity • Wellness Activity Book <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Pre/Post Tests <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Portfolios 	<p>Special Education</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p>

	<ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>

<ul style="list-style-type: none"> Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide Weekly Reader teacher guide GREAT Workbook supplied by FPPD https://www.great-online.org http://www.great-online.org/Components/ElementarySchool.Asp <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> Education.com worksheets and printables Brainpop Video 	<ul style="list-style-type: none"> Weekly Reader student magazine Textbook: Your Health (1999) Harcourt and Brace - Student Edition <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Fountas and Pinnell Interactive Read Aloud Kits (IRA) OT/PT/Speech consults and provided supports <p>Intervention Resources:</p> <ul style="list-style-type: none"> Leveled Literacy Intervention Texts
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> Science: relate to body systems, illnesses, germs, hygiene English Language Arts: read alouds, comprehension skills Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. BrainPop Videos Flocabulary Videos Science A-Z online books and materials Computer Interactive Board www.safekids.com www.bhsi.org
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> Health Literacy Global Awareness Civic Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Initiative and Self Direction 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness Use print materials to practice reading and comprehension skills on the topics of health and wellness

*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers	
Career Education	Global Perspectives
9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist • Communication with School Resource Officer 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Health Unit 3: Drugs and Medicine	Grade: 4
Unit Summary: This unit provides students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.	
Unit Rationale: This unit was designed to teach students to acknowledge the internal and external pressures that influence them to use substances and enable and empowers them to make choices that support a healthy, active lifestyle.	
NJ Student Learning Standards:	
2.3 Safety	
Core Ideas: <ul style="list-style-type: none"> • Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. • The short- and long-term effects of substance abuse are dangerous and harmful to one's health. 	
Performance Expectations:	

<p>Medicines: Alcohol, Tobacco, and Other Drugs:</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>Dependency/Addiction And Treatment: 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Career Ready Practices: Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> Medicines can help your body by preventing the spread of illness Addiction is when you have a habit and can't get rid of it Marijuana is a depressant, it brings you down. 	<ul style="list-style-type: none"> How can medicines help my body What is addiction? What are marijuana's effects on the body?
Lessons	Description
Lesson 1: Medicines Affect the Body	<p>Goals/Objectives: Students will:</p> <ul style="list-style-type: none"> Recognize that medicines are drugs that help the body <p>Lesson Activities:</p> <ol style="list-style-type: none"> Lessons can be found on pages 174-179 in <i>Your Health</i> book Complete research on how many people between 10-19 use illegal drugs Make a calendar that serves a guide to remind you to lead a healthy life <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> Student Projects Teacher Observation Rubrics Writing Assignments Homework
Lesson 2: Addiction	<p>Goals/Objectives: Students will:</p> <ul style="list-style-type: none"> Recognize that other substances such as caffeine and OTC medicines can be addictive

	Lesson Activities: <ol style="list-style-type: none"> 1. Use pages 160-163 as a guide for lessons 2. Illustrate signs of abuse 3. Create acrostic poems about abuse and addiction 4. Make a graphic organizer-research different types of OTC medicines Assessment of Tasks: <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Student Projects ● Rubrics ● Written Assignments
Lesson 3: Dangerous Drugs	Goals/Objectives: Students will: <ul style="list-style-type: none"> ● Recognize the effects of illegal drugs Lesson Activities: <ol style="list-style-type: none"> 1. Use a visualization of the students heart racing, dry mouth, dizziness to get the effect of what drugs do to you. 2. Have students close their eyes and play some funky music make them spin around and have everyone talk for a more real effect 3. Discuss what a gateway drug is 4. Write song lyrics to discourage the use of illegal drugs 5. More lessons can be found on pages 184-189 in <i>Your Health</i> 6. Make anti drug posters for use during Red Ribbon week Assessment of Tasks: <ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Student Projects
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Recognize medicines and drugs that help the body ● Recognize that some substances like caffeine and OTC drugs can be addictive ● Recognize the short and long term effects of marijuana 	

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	Special Education

<ul style="list-style-type: none"> • <i>Class discussion</i> • <i>Closure activity</i> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • End of Unit Culminating Discussion/Activity • Wellness Activity Book <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Pre/Post Tests <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Portfolios 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
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	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide • Weekly Reader teacher guide • https://www.great-online.org • www.dare.com • www.hbschool.com <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Video 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Student Edition • Weekly Reader student magazine • GREAT workbook <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos

	<ul style="list-style-type: none"> • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board • www.safekids.com • www.bhsi.org
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist • Discussions with School Resource Officer 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Grades 5 Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	Unit 1 - Wellness: <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i>	Approximately 15 days
December January February	Unit 2 - Integrated Skills: <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i>	Approximately 15 days

February March April	<u>Unit 3 - Medicines and Drugs</u> <i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</i>	Approximately 15 days
April May June	<u>Unit 4 - Human Relationships and Sexuality</u> <i>In this unit, students will gain the understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students will learn how to develop and maintain healthy relationships with friends and family members.</i>	Approximately 15 days

Health Unit 1: Wellness	Grade: 5
Unit Summary: This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries.	
Unit Rationale: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
NJ Student Learning Standards: 2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety	
Core Ideas: <ul style="list-style-type: none"> • The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). • Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • There are strategies that individuals can use to communicate safely in an online environment. • Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. • There are actions that individuals can take to help prevent diseases and stay healthy. • Nutritious food choices promote wellness and are the basis for healthy eating habits. • There are actions that individuals can take to help prevent diseases and stay healthy. 	
Performance Expectations: Personal Growth and Development: 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). Nutrition: 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. Disease and Health Conditions: 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). Safety:	

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

Social and Emotional Health:

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals		Essential Questions
Students will understand that... <ul style="list-style-type: none"> Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. Developing self esteem, resilience, tolerance and coping skills support social and emotional health. 		<ul style="list-style-type: none"> What are the consequences (especially unforeseen) of our choices in terms of wellness? What makes a food healthy? How do you determine appropriate portion sizes? How can you learn to like yourself and others?
Lessons	Description	
Lesson 1: Digestion and Nutrition	Goals/Objectives: Students will: <ul style="list-style-type: none"> Understand what happens during digestion Identify what your body needs to keep you health Lesson Activities: <ol style="list-style-type: none"> Students will complete a digestion webquest http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm Information on nutrition and digestion can be found on pages 134-143 Assessment of Tasks: <ul style="list-style-type: none"> Rubrics Student projects 	
Lesson 2: Food Labels	Goals/Objectives: Students will: <ul style="list-style-type: none"> Learn that food labels are used to compare nutritional values of different foods Practice using food labels Lesson Activities:	

	<ol style="list-style-type: none"> 1. Lessons can be found on pages 158-161 in <i>Your Health</i> book 2. Create your own food label 3. Food label race, choose several foods and have students race to find which have the following: <ul style="list-style-type: none"> -lowest fat content -lowest number of calories -most protein -most fiber <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Student Participation • Teacher Rubrics • Teacher Created Assessments • Teacher Observation
Lesson 3: Safety	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify hazards and learn how to prevent injuries and aid in emergencies • Practice internet safety <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 278-309 2. Safety drills are practiced during school 3. Review of emergency procedures for home and school 4. Fire prevention week activities 5. Discussion of internet safety and cyberbullying <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Student Projects • Class Discussions • Written Assignments • Activity Book pages
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Learn to make good health choices • Identify healthy and unhealthy foods • Determine correct portion sizes • Explain why it is important to like one's self 	

Evidence of Learning (Assessments)	Accommodations and Modifications
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Formative Assessments:	<ul style="list-style-type: none">• <i>Class discussion</i>• <i>Closure activity</i>
Summative Assessments:	<ul style="list-style-type: none">• End of Unit Culminating Discussion/Activity• Wellness Activity Book
Benchmark Assessments:	<ul style="list-style-type: none">• Pre/Post Tests
Alternative Assessments:	<ul style="list-style-type: none">• Portfolios

Special Education
<ul style="list-style-type: none">• Curricular Modifications and Guidance for Students Educated in Special Class Settings• Subgroup Accommodations and Modifications• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p><i>Differentiation:</i></p> <ul style="list-style-type: none">• <i>Preview content and concepts</i>• <i>Behavior management plan</i>• <i>Highlight text</i>• <i>Small group setting</i> <p><i>High-Prep Differentiation:</i></p> <ul style="list-style-type: none">• <i>Alternative formative and summative assessments</i>• <i>Guided Reading</i>• <i>Personal agendas</i>• <i>Project-based learning</i>• <i>Problem-based learning</i>• <i>Stations/centers</i>• <i>Tiered activities/assignments</i>• <i>Varying organizers for instructions</i> <p><i>Low-Prep Differentiation:</i></p> <ul style="list-style-type: none">• <i>Clubbing activities</i>• <i>Exploration by interest</i>• <i>Flexible groupings</i>
English Language Learners
<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Unit 1: Curriculum for ELL• Subgroup Accommodations and Modifications
Students at Risk for Failure
<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications
Gifted and Talented

	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • <i>Subgroup Accommodations and Modifications</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • <i>Subgroup Accommodations and Modifications</i>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide • http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx# • http://www.dairycouncilofca.org/Tools/MyPyramid/ • http://www.state.nj.us/education/aps/cccs/career/ • www.dare.com • www.kidshealth.org • http://www.teachervision.fen.com/community-helpers/printable/29309.html • http://www.cdc.org • http://www.hbs.org • http://edhelper.com/community_helpers.htm • http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367 • http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm • http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/ • http://kidshealth.org/parent/centers/fitness_nutrition_center.html • http://www2.goshen.k12.wy.us/Schools/thsgeography/torrington_ss_web/5th%20Grade/Nutrition.htm • http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Textbook: Your Health (1999) Harcourt and Brace - Student Edition <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Interactive Read Aloud Kits (IRA) • OT/PT/Speech consults and provided supports <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts

<ul style="list-style-type: none"> • www.aeei.gov.sk.ca/guws-elementary-grade-5-chemical-safety • http://www.altusschools.k12.ok.us/district/curric/Health,PE/DISTRICT/CR065740.HTM • http://www.proprofs.com/quiz-school/story.php?title=internet-safety-test-grade-5 <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Education.com worksheets and printables • Brainpop Video 	
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board • www.safekids.com • www.bhsi.org
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Health Literacy • Global Awareness • Civic Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Initiative and Self Direction <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness

Career Education	Global Perspectives
9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> • Trip to a local supermarket • Invite a nutritionist to come speak • Trip to doctor or dentist 	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Health Unit 2: Integrated Skills	Grade: 5
Unit Summary: This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.	
Unit Rationale: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions	
NJ Student Learning Standards:	
2.1 Personal and Mental Health: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Core Ideas: <ul style="list-style-type: none"> • Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. 	
Cumulative Progress Indicators (CPI) Health Services and Information:	
2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).	
2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.	
Technology Standards:	
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Career Ready Practices: Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	
Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"> • Making good health decisions requires the ability to access and evaluate reliable resources. • Effective communication skills enhance a person's ability to express and defend their beliefs • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Character is who you are when no one is looking. • Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. 	<ul style="list-style-type: none"> • How do you know whether or not health information is accurate? • How do I learn to stand for and communicate my beliefs to others without alienating them? • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? • How are character and health related? What aspects of our character can be changed? • To what extent do outside influences shape values? • How can you inspire others to address health issues?
Lessons	Description
Lesson 1: Setting Goals	Goals/Objectives: Students Will: <ul style="list-style-type: none"> • Understand that setting goals allows things to happen in your life Lesson Activities: <ol style="list-style-type: none"> 1. Lessons can be found on pages 24-27 in <i>Your Health</i> book 2. Create a long term goal and some short term goals, record how you meet those goals over the years 3. Post several large sheets of newsprint around the room. On each sheet, write one grade level (Kindergarten through Grade 6). In this carousel activity, students move in small groups to each grade-level station. At each station, students list what they learned that year. Focus the groups with the following questions: What have you learned since kindergarten? What have you learned each year, not just in school, but about life? After each group has completed the rotations, discuss the results and focus on the positive health goals and behaviors learned each year. Assessment of Tasks: <ul style="list-style-type: none"> • Student participation • Teacher created assessments

Lesson 2: Character Development	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> ● Identify mental, physical and emotional changes that happen during adolescence ● Identify good health choices ● Name four pleasant changes you experience each year ● Explain responsibility and identify how it makes you feel good about yourself <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Adolescence is discussed on pages 78-81 in <i>Your Health</i> book 2. Health choices are discussed in pages 82-85 in <i>Your Health</i> book 3. Responsibility is discussed on pages 57-59 in <i>Your Health</i> book 4. Character lessons are also conducted by the school guidance counselor 5. Character is discussed in several assemblies 6. Review of student handbook can be completed for this unit 7. Create a wall of good character 9. Have student write positive letters to each other <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Student participation ● Teacher made assessments ● Student projects ● Rubrics ● Teacher observation
Lesson 3: Leadership	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> ● Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role. ● Identify issues concerning public health care ● Understand groups that promote health and protect the environment where you live ● Explain where to get help in case of an emergency ● Find out how people working together can effect of climate change <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Introduce this activity by asking: “How many times has someone asked you for advice?” 2. Explain that sometimes the problem may be a simple one to solve or maybe the person just needs someone to be a good listener. Sometimes people may have really serious problems. In order to help someone, people need to be prepared.

	<p>3. Organize the class into pairs and distribute a situation card to each pair (see examples below). Pairs discuss the situation and both team members practice a response to the problem. Keep students on target with questions such as: “What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help? Where could you send that person for help?” After students have had sufficient time to practice each part, volunteers share their role-plays. Students complete the activity with a journal entry entitled “When a Friend Needs Help.”</p> <p>4. Discuss current event articles on public health also use pages 316-319 in <i>Your Health</i> book to discuss</p> <p>5. Use pages 320-323 to discuss community health needs complete a research project on a health job in your community</p> <p>6. Review school and community emergency plans</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Student projects • Class discussion • Teacher Observation • Written Responses • Activity Book pages
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Recognize accurate health information • Plan for lifetime wellness • Explain how character and health are related • Recognize outside influences that shape values • Practice addressing health issues 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussion • Group projects • Discussion questions • Teacher observation <p>Summative Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text

<ul style="list-style-type: none"> Wellness activity book Projects Class discussions 	<ul style="list-style-type: none"> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i> <i>Personal agendas</i> <i>Project-based learning</i> <i>Problem-based learning</i> <i>Stations/centers</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i>
<p>Benchmark Assessments:</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> Pre/Post Tests 	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Students at Risk for Failure</p>
<ul style="list-style-type: none"> Portfolios 	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="113 391 989 464"> Core Professional Resources: </div> <ul data-bbox="170 477 714 529" style="list-style-type: none"> <i>Yes, You Can Experience True Freedom</i> <i>Teen Health Course 3</i> Glencoe/McGraw-Hill - Teacher Guide <div data-bbox="113 542 989 615"> Supplemental Professional Resources: </div> <ul data-bbox="170 628 594 680" style="list-style-type: none"> www.njphysicians.org Additional resources provided by school nurse 	<div data-bbox="1026 391 1900 464"> Core Instructional Resources: </div> <ul data-bbox="1083 477 1625 501" style="list-style-type: none"> <i>Teen Health Course 3</i> Glencoe/McGraw-Hill- Student Edition <div data-bbox="1026 526 1900 599"> Supplemental Resources: </div> <ul data-bbox="1083 612 1575 664" style="list-style-type: none"> Fountas and Pinnell Interactive Read Aloud Kits (IRA) OT/PT/Speech consults and provided supports <div data-bbox="1026 677 1900 750"> Intervention Resources: </div> <ul data-bbox="1083 761 1411 786" style="list-style-type: none"> Leveled Literacy Intervention Texts
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul data-bbox="157 933 987 1036" style="list-style-type: none"> Science: relate to body systems, illnesses, germs, hygiene English Language Arts: read alouds, comprehension skills Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul data-bbox="1066 933 1850 1162" style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. BrainPop Videos Flocabulary Videos Science A-Z online books and materials Computer Interactive Board
Integration of 21st Century Themes	Media Literacy Integration
<ul data-bbox="157 1266 495 1417" style="list-style-type: none"> Learning and innovation skills Creativity Innovation Critical Thinking Problem Solving Communication and Collaboration 	<ul data-bbox="1066 1266 1896 1417" style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness

<ul style="list-style-type: none"> • Media and Technology Informational Skills • Literacy • Life and Career Skills • Flexibility and Adaptability Initiative • Self Direction • Social and Cross Cultural Skills • Productivity • Accountability • Leadership • Civic Literacy and Responsibility <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<p>Use print materials to practice reading and comprehension skills on the topics of health and wellness</p>
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>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.</p>	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April • American Red Cross Month -March • Dentist Day- March • Autism Awareness Month- April • Healthy Kids Day - April

Health Unit 3: Drugs and Medicine	Grade: 5
<p>Unit Summary:</p> <p>This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</p> <p>Unit Rationale:</p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
<p>NJ Student Learning Standards:</p> <p>2.3 Safety: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>Core Ideas:</p> <ul style="list-style-type: none"> • The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. • The short- and long-term effects of substance abuse are dangerous and harmful to one's health. 	

<ul style="list-style-type: none"> The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. <p>Performance Expectations Alcohol, Tobacco and Other Drugs 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. Dependency/Addiction And Treatment: 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Career Ready Practices: Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	
Enduring Understandings/Goals	
<p>Students will understand that...</p> <ul style="list-style-type: none"> Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. 	<p>Essential Questions</p> <ul style="list-style-type: none"> Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How do I make the “right” decisions in the face of peer, media and other pressures?
Lessons	Description
Lesson 1: Purpose and Tobacco	<p>Goals/Objectives: Students Will:</p> <ul style="list-style-type: none"> Students will be able to say in their own words the theme of the D.A.R.E Explain the steps in the DARE decision making model Compare estimates of tobacco usage with actual statistics Compare and contrast common beliefs about tobacco usage Identify harmful effects of tobacco Draw conclusions about the impact of tobacco usage through marketing Recognize the harmful effects of marijuana <p>Lesson Activities: *All lessons are available in DARE books and will be conducted by FPPD*</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> Written Reflection

	<ul style="list-style-type: none"> ● Class Discussion ● Think Pair Share ● Officer Observation
Lesson 2: Alcohol, Truth and Friendship	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> ● Compare their estimates of use of alcohol to real statistics ● Compare and contrast common beliefs about alcohol usage ● Identify harmful effects of alcohol usage ● Analyze risky situations and use decision making model ● Discuss the impacts of alcohol advertising ploys ● Identify harmful effects of inhalants on the body ● Identify personal social support networks ● Identify types of peer pressure <p>Lesson Activities:</p> <p>*All lessons are available in DARE books and will be conducted by FPPD*</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Written Reflection ● Class Discussion ● Think Pair Share ● Officer Observation
Lesson 3: Putting It Together - Action and Practice	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> ● Discuss peer pressure ● Role play-way to be in charge ● Discuss personal examples of confidence and responsibility ● Identify internal sources of peer pressure ● Make healthy and wise decisions about alcohol, tobacco and other drugs ● Practice refusal skills <p>Lesson Activities:</p> <p>*All lessons are available in DARE books and will be conducted by FPPD*</p> <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Written Reflection ● Class Discussion ● Think Pair Share ● Officer Observation
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Learn how to live a healthy drug free lifestyle 	

- Learn about illegal drugs and their harmful effects
- Practice drug avoidance
- Learn where and how to get help for drug and alcohol abuse
- Understand the dangers of tobacco
- Understand the dangers of drinking too much alcohol

Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="121 561 957 630">Formative Assessments:</div> <ul style="list-style-type: none"> • Class discussion • Group projects • Discussion questions • Teacher observation <div data-bbox="121 760 957 828">Summative Assessments:</div> <ul style="list-style-type: none"> • Wellness activity book • Projects • Class discussions <div data-bbox="121 935 957 1003">Benchmark Assessments:</div> <ul style="list-style-type: none"> • Pre/Post Tests <div data-bbox="121 1062 957 1130">Alternative Assessments:</div> <ul style="list-style-type: none"> • Portfolios 	<div data-bbox="987 561 1890 630">Special Education</div> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <div data-bbox="987 1201 1890 1269">English Language Learners</div> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications

	<table><tr><td>Students at Risk for Failure</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr><tr><td>Gifted and Talented</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr><tr><td>Students with 504 Plans</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr></table>	Students at Risk for Failure	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications	Gifted and Talented	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications	Students with 504 Plans	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications				
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Intervention Resources:											
Leveled Literacy Intervention Texts											

Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science: relate to body systems, illnesses, germs, hygiene • English Language Arts: read alouds, comprehension skills • Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • BrainPop Videos • Flocabulary Videos • Science A-Z online books and materials • Computer • Interactive Board
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Learning and innovation skills • Creativity • Innovation • Critical Thinking • Problem Solving • Communication and Collaboration • Media and Technology Informational Skills • Literacy • Life and Career Skills • Flexibility and Adaptability Initiative • Self Direction • Social and Cross Cultural Skills • Productivity • Leadership • Civic Literacy and Responsibility <p style="text-align: right;">Accountability</p> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers</p>	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. • Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness • Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness • Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>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.</p>	<ul style="list-style-type: none"> • Eyecare Month - January • National Staying Healthy Month- January • Week of Respect- March • Red Ribbon Week- October • Kindness Month - February • Pennies for Patients Drive - February • American Heart Month- February • Jump Rope for Heart Fundraiser- April

	<ul style="list-style-type: none">• American Red Cross Month -March• Dentist Day- March• Autism Awareness Month- April• Healthy Kids Day - April
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Health Unit 4: Human Relationships and Sexuality	Grade: 5
Unit Summary: This unit seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family.	
Unit Rationale: This unit was designed to teach students the understanding of various aspects of human relationships and sexuality and how it can assist in making good choices about healthy living. Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.	
NJ Student Learning Standards:	
Standard 2.1 Personal and Mental Health	
Core Ideas: <ul style="list-style-type: none">• Puberty is a time of physical, social, and emotional changes.• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.• Family members impact the development of their children physically, socially and emotionally.	

- People in healthy relationships share thoughts and feelings, as well as mutual respect.

Performance Expectations:

Personal Growth and Development -

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Social and Sexual Health

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Pregnancy and Parenting:

2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. • Reliable personal and professional resources are available to assist with relationship problems. • Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. • The four traits are self- concept, self-respect, talent and attitude • You can resolve conflicts at school by getting help from a teacher 	<ul style="list-style-type: none"> • What are some positive strategies pertaining to self-respect, self-control, and effective communication skills? • What is the importance of building and maintaining positive relationships with family members and peers? • How do we learn to understand and respect diversity in relationships? • How do we know when a relationship is not worth saving? • What are the challenges of being a friend • How can I resolve conflicts at school

<ul style="list-style-type: none"> • The four basic needs are food, water, air and shelter • If you don't express your feelings in a safe way, you might hurt someone else. • Girls experience menstruation. Their bodies change. Boys may sweat more and develop hair on their bodies. • Good hygiene requires keeping your body clean by bathing regularly and wearing deodorant. • Aids is a disease that is contracted through blood or body fluids, it is not curable 	<ul style="list-style-type: none"> • What are the four traits that contribute to personality? • What are the four basic needs? • Why is it important to express feelings in safe ways? • How do boys and girls change during puberty? • What are the stages of development for boys and girls • How do I practice good hygiene? • What is AIDS?
Lessons	Description
Lesson 1: Family	<p>Goals/Objectives: Students will:</p> <ul style="list-style-type: none"> • Compare the roles, rights, and responsibilities of various family members. • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. • Describe some of the big changes that can affect the members of a family • Identify ways that family members can help each other <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Begin by asking: "Would you like to stay up all night? Would you like to be able to drive a car at age 10? Would you like to eat anytime you want, anything you want?" Use the student responses to frame a discussion of rights, privileges, and responsibilities and write a definition of each term on the board. Ask: "Who decides what responsibilities you have? What about privileges?" Explain that privileges are earned while rights cannot be taken away. Put each word on a separate sheet of newsprint and brainstorm examples of each. Create a master list. Students discuss the list with their parents or another adult and write a summary of the discussion. Variation: Write three headings on the board: "Rights", "Privileges", and "Responsibilities." On index cards write examples of various rights, privileges, and responsibilities. Distribute several cards to each student. Each student places his/her cards under the correct headings and justifies the answer. 2. Prepare a worksheet that resembles a quilt, with each square of the quilt representing a different family member. Place the name of one family member (e.g., grandmother, brother, uncle) in each square. (There should be enough different family members to fill about 25 boxes.) Using a variety of colors, students color the appropriate squares that represent their family members. After completing the task, students circulate without talking, looking for a quilt similar to theirs. Relate the different quilts to the different kinds of families, and emphasize that all family members are important. 3. More lessons and activities can be found on pages 44-53 in <i>Your Health Book</i>. <p>Other suggested activities:</p> <ul style="list-style-type: none"> • Role playing • Making a family time book • Create an all about me bulletin board • Create graphic organizers

	<ul style="list-style-type: none"> ● Use books to introduce topics ● Create a family coat of arms ● Write a story about your family <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Student projects ● Teacher created assessments ● Rubrics ● Class discussions ● Teacher observation
Lesson 2: Forming Positive Relationships	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Discuss factors that support healthy relationships with friends and family. ● Describe the characteristics of a friend. ● Describe appropriate ways to show affection and caring. <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Students develop a brief presentation on a family tradition. It may be a cultural or ethnic tradition or merely something the family likes to do together. Remind students that families are similar but also have differences that make them special. Emphasize how traditions show that family members care about one another. 2. Part of growing up is choosing friends. Ask students to think about people who are their friends. Ask: “How many chose at least one person in this room? How many chose at least one person who does not live in this community? Did anyone choose a person who lives in another country? Did anyone choose a person much younger or older than yourself?” Student volunteers describe how they feel when they are with a friend. Students brainstorm the qualities of a friend and write them on the board. Using the students’ ideas, develop a friendship checklist 3. Circulate around the room and greet individual students in a different way. After you have greeted a few students, ask for new ways to say “hello.” Explain that greetings are a way to show caring and affection as well as courtesy and respect. Model ways different cultural groups greet one another. Small groups learn and practice greetings and compliments in various languages and present what they have learned to the rest of the class. 4. Other lessons can be found on page 30 and 36 in <i>Your Health</i> book, 5. Students may also participate in discussions with the school guidance counselor <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student projects ● Rubrics ● Teacher created assessments ● Activity book pages ● Homework assignments ● Classwork assignments

Lesson 3: Growing and Changing	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe each stage of the human life cycle ● Compare the four stages of the human life cycle ● Describe how growth occurs ● Compare kinds of cells and how they are designed to do special jobs ● Describe one kind of growth in addition to physical growth and the changes that occur as a result <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Discussion of the life cycle can be found on pages 54-57 in the Your Health book. 2. Create a life cycle or activity cycle chart 3. Write letters expressing what you would like to do when you grow up 4. Make a timeline of your life so far 5. Compare yourself to another person in another stage of growth 6. Discussion of how people grow can be found on pages 58-61 in <i>Your Health</i> book 7. List different ways you are similar and different from others 8. Look at the three pictures of cells, ask students what they remind them of 9. Look back to pages 1-15 and discuss different body systems where the cells might be located 10. Create a growth chart 11. Use excel or numbers to graph heights of students in the class <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Teacher created assessments ● Student projects ● Rubrics ● Teacher observation ● Class discussion
Lesson 1: Self	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify four types of traits that contribute to personality ● Differentiate between traits that can and cannot be changed <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found in Your Health book on pages 18-21 2. Discuss traits you can and cannot change 3. Write a character description or story about what's good about you 2. Role play 3. Make a list of goals to improve yourself <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Teacher Created Assessments

	<ul style="list-style-type: none"> • Student Projects • Homework • Activity Book Pages
Lesson 2: Friendship	<p>Goals/Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize shared interests, goals, and values as factors in friendship • Identify and practice effective strategies for resolving conflicts using negotiation and compromise <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 32-37 in <i>Your Health</i> book 2. Conflict resolution can also be practiced in guidance lessons 3. Students can also participate in peer mediation group 4. Make a friendship web 5. Write a story about your best friend 6. Perform a skit about good friends <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Teacher Made Assessments • Student Projects • Homework • Activity Book Pages
Lesson 3: Basic Needs	<p>Goals/Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the four basic physical needs • Identify examples of basic emotional and social needs • Recognize how setting goals helps people meet their needs <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Lessons can be found on pages 22-29 in <i>Your Health</i> book 2. Write poems about basic emotional needs 3. Write a story about reaching a goal 4. List the basic physical needs being shown in the picture on page 23 5. Connection to science, describe the differences and similarities in what humans need and what plants need. <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Activity Book Pages • Student Projects • Teacher Made Assessments • Writing Assignments with Rubrics
Lesson 1: Rules and Anatomy	<p>Goals/Objectives:</p> <p>Students Will:</p>

	<ul style="list-style-type: none"> ● Identify what happens during puberty ● Demonstrate appropriate behavior during discussion of sexual body parts <p>Lesson Activities:</p> <p>Girls:</p> <ul style="list-style-type: none"> ● Rules ● Pre-test ● Before film quiz ● Introduction to Vocabulary ● Julie's story ● Female Anatomy Diagram <p>Boys:</p> <ul style="list-style-type: none"> ● Rules ● Pre-test ● Introduction to Vocabulary ● Always changing video ● Male anatomy diagram ● Male stages of development <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student Participation ● Pre-tests results <p>Resources</p> <p>HG & D Instructional Materials - Always Changing and Growing Up</p>
Lesson 2: Stages of Development	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> ● Identify correct male and female anatomy ● Discuss stages of development <p>Lesson Activities:</p> <p>Girls:</p> <ul style="list-style-type: none"> ● Always Changing Video ● Physiology of Menstruation ● Female Stages of Development ● Calendar ● Male Anatomy ● Co-ed Always Video <p>Boys:</p> <ul style="list-style-type: none"> ● Co-ed Always video

	<ul style="list-style-type: none"> • Female Anatomy • Physiology of menstruation <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Student Participation • Teacher observation • Class discussion <p>Resources HG & D Instructional Materials - Always Changing and Growing Up</p>
Lesson 3: Hygiene and AIDS	<p>Goals/Objectives:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Discuss ways to maintain good hygiene • Recognize risky behavior • Define HIV/AIDS <p>Lesson Activities: Girls and boys:</p> <ol style="list-style-type: none"> 1. No Sweat: Just read it and write 2. Clean IQ 3. Hygiene 4. Slim Goodbody video on AIDS 5. Handout the AIDS infection 6. National geographic Filmstrip 7. Post- test <p>Assessment of Tasks:</p> <ul style="list-style-type: none"> • Class Discussion • Teacher Observation • Worksheets • Post-test <p>Resources HG & D Instructional Materials - Always Changing and Growing Up</p>
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. • Compare the roles, rights, and responsibilities of various family members. • Describe practical methods for establishing and building healthful relationships • Recognize the importance of standing up for personal values when faced with negative peer pressure • Realize the importance of compassion, kindness, apology and forgiveness • Recognize that everyone grows and changes at different rates • Recognize shared interests, goals and values as factors in friendship 	

- Identify and practice effective strategies for resolving conflicts using negotiation and compromise
- Explain the importance of respecting differences in people
- Describe how people can work together to help others
- Explain the four basic needs
- Recognize how setting goals helps people meet their needs
- Recognize the importance of expressing feelings in safe ways
- Accept individual difference which occur due to various stages of growth and development
- Develop knowledge that hormones affect body changes
- Understand how one's individual psychological changes can affect social behavior
- Distinguish between facts and myths about HIV and infectious disease
- Identify risk taking behaviors

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussion • Group projects • Discussion questions • Teacher observation <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Wellness activity boos • Projects • Class discussions <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Pre/Post Tests <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Portfolios 	<p>Special Education</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>

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	<div> Intervention Resources: </div> <div> <ul style="list-style-type: none"> Leveled Literacy Intervention Texts </div>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> Science: relate to body systems, illnesses, germs, hygiene English Language Arts: read alouds, comprehension skills Social Studies: real life situations, functioning in the community, being a healthy member of the community 	<ul style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. BrainPop Videos Flocabulary Videos Science A-Z online books and materials Computer Interactive Board
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> Learning and innovation skills Creativity Innovation Critical Thinking Problem Solving Communication and Collaboration Media and Technology Informational Skills Literacy Life and Career Skills Flexibility and Adaptability Initiative Self Direction Social and Cross Cultural Skills Productivity Leadership Civic Literacy and Responsibility *Additional information on the 21st Century Skills and Themes can be found by visiting the following link: 21st Century Skills for College and Careers 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness. Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness Use print materials to practice reading and comprehension skills on the topics of health and wellness
Career Education	Global Perspectives

9.2 Career Awareness, Exploration, and Preparation

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.

- Eyecare Month - January
- National Staying Healthy Month- January
- Week of Respect- March
- Red Ribbon Week- October
- Kindness Month - February
- Pennies for Patients Drive - February
- American Heart Month- February
- Jump Rope for Heart Fundraiser- April
- American Red Cross Month -March
- Dentist Day- March
- Autism Awareness Month- April
- Healthy Kids Day - April

Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description	
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 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.	
Practice Description		
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 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, 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.	
Practice Description		
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.	

Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

Structure of the NJSLS-CHPE

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

The *core ideas* are derived from the disciplinary concepts, and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

<ul style="list-style-type: none">• Personal Growth and Development (PGD)• Pregnancy and Parenting (PP)• Emotional Health (EH)• Social and Sexual Health (SSH)• Community Health Services and Support (CHSS)	<ul style="list-style-type: none">• Movement Skills and Concepts (MSC)• Physical Fitness (PF)• Lifelong Fitness (LF)• Nutrition (N)• Personal Safety (PS)	<ul style="list-style-type: none">• Health Conditions, Diseases and Medicines (HCDM)• Alcohol, Tobacco and other Drugs (ATD)• Dependency, Substance Disorder and Treatment (DSDT)							
The performance expectation alphanumeric code should be interpreted as follows (e.g., 2.1.2.EH.1):									
2.1	2	EH	1						
Standard number	By the end of grade	Disciplinary Concept	Performance Expectation						

New Jersey Legislative Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

[District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.](#)

[1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.](#)

[2. District boards of education shall integrate into the curriculum 21st century themes and skills \(N.J.A.C. 6A:8-3.1\(c\)\).](#)

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“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 and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

Consent (N.J.S.A. 18A:35)

Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health (N.J.S.A. 18A:35-4.39)

A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

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Sexting (N.J.S.A. 18A:35-4.33)

A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)

Accident and Fire Prevention (N.J.S.A. 18A:6-2)

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Breast Self-Examination (N.J.S.A. 18A:35-5.4)

Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17)

Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators,

volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Cancer Awareness (N.J.S.A. 18A:40-33)

Requires the development of a school program on cancer awareness.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Domestic Violence Education (N.J.S.A. 18A:35-4.23)

Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Gang Violence Prevention (18A:35-4.26)

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

Organ Donation (N.J.S.A. 18A:7F-4.3)

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Suicide Prevention (N.J.S.A. 18A: 6-111)

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)

N.J.S.A. 18A: 35-5 requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8).

Legislation that can apply to all content areas

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.