

[Health Curriculum Scope and Sequence](#)

2019-2020 Health(3-5) Curriculum	
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Philosophy
<p>The Florham Park Public School District has designed the following comprehensive Social Emotional Learning and 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.</p>

Health Curriculum Scope and Sequence

**Grades 3 Scope and Sequence for Health**

	<b>Health</b>	<b>Number of Instructional Days (1 lesson per week)</b>
September October November December	<b><u>Unit 1 - Wellness:</u></b> <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	<b><u>Unit 2 - Integrated Skills:</u></b> <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	<b><u>Unit 3 - Medicines and Drugs</u></b> <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	<b><u>Unit 4 - Human Relationships and Sexuality</u></b> <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

<b>Health Unit 1: Wellness</b>	<b>Grade: 3</b>
<p><b>Unit Summary:</b> 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><b>Unit Rationale:</b> 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>	
<b>NJ Student Learning Standards:</b>	

**2.1 Wellness:** All students will learn and apply health promotion concepts and skills to support a healthy and active lifestyle.

**Content Statements:**

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.

**Cumulative Progress Indicator (CPI):**

Personal Growth and Development:

2.1.4.A.1 - Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2 - Determine the relationship of personal health practices and behaviors on an individual's body systems.

Nutrition:

2.1.4.B.1 - Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.1.4.B.2 - Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3 - Create a healthy meal based on nutritional content, value, calories, and cost.

2.1.4.B.4 - Interpret food product labels based on nutritional content.

Disease and Health Condition:

2.1.4.C.1 - Explain how most diseases and health conditions are preventable.

2.1.4.C.2 - Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions

2.1.4.C.3 - Explain how mental health impacts one's wellness.

Safety:

2.1.4.D.1 - Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.2 - Summarize the various forms of abuse and ways to get help.

2.1.4.D.3 - Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4 - Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Social and Emotional Health:

2.1.4.E.1 - Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2 - Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3 - Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4 - Summarize the causes of stress and explain ways to deal with stressful situations.

**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:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Your body needs food to grow and keep you nourished.</li> <li>● Healthy snacks are snacks such as fruits and vegetables.</li> <li>● When shopping for food you can look at the labels for nutrition facts.</li> <li>● Some diseases are diseases that can be spread <b>such</b> as pathogens and bacteria, and some are viruses.</li> <li>● You can prevent diseases by taking good care of your body and keeping yourself clean.</li> <li>● The best way to care for your body is to get rest, exercise, and eat a healthy diet.</li> </ul>	<ul style="list-style-type: none"> <li>● Why does my body need food?</li> <li>● What kind of healthy snack choices can I make?</li> <li>● How can I shop wisely for food?</li> <li>● What is disease?</li> <li>● What are some diseases and their causes?</li> <li>● How can you prevent disease?</li> <li>● What is the best way to care for my body?</li> </ul>
Lessons	Description
<p>Lesson 1: Food for a Healthy Body</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Recognize the importance of healthful food choices</li> <li>● Learn the importance of reading and comparing food labels</li> <li>● Discuss how to keep foods safe to eat</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 98-116 in <i>Your Health</i> book</li> <li>2. Use a picture walk through the chapter to begin discussion</li> <li>3. Create graphic organizers of healthy foods</li> <li>4. Research and map foods</li> <li>5. Write a story about twins, one who eats right and one who doesn't</li> <li>6. Measure temperatures- hot foods and cold foods</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student projects</li> <li>● Teacher made rubrics</li> <li>● Homework</li> <li>● Classwork</li> <li>● Activity guide pages</li> </ul>
<p>Lesson 2: Keeping My Body Fit</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p>

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	<ul style="list-style-type: none"> <li>● Learn what can cause problems with and describe how to care for their skin, eyes, mouth, nose and teeth</li> <li>● Identify the importance of aerobic exercise, other types of exercise, rest and sleep</li> <li>● Learn how to exercise safely and what to do in case of injury</li> </ul> <p><b>Lesson Activities:</b> 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><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Activity book pages</li> <li>● Teacher made assessments</li> <li>● Student participation</li> <li>● Class discussions</li> <li>● Student projects</li> </ul>
<p>Lesson 3: Diseases and Disease Prevention</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between infectious and noninfectious diseases</li> <li>● Identify ways to prevent the spread of pathogens</li> <li>● Learn how a healthful lifestyle can reduce the risk of some diseases</li> <li>● investigate ways to treat common childhood diseases</li> </ul> <p><b>Lesson Activities:</b></p>

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	<ol style="list-style-type: none"> <li>1. Lessons can be found from pages 122-141 in <i>Your Health Book</i></li> <li>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.</li> <li>3. Use a microscope to analyze bacteria if possible</li> <li>4. Write a fictional story about a disabled person who overcomes a challenge</li> <li>5. Research asthma, diabetes, cancer and heart disease, create a poster in groups about the diseases</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student projects</li> <li>• Homework</li> <li>• Activity book pages</li> <li>• Teacher made assessments</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Describe why their body needs food</li> <li>• Plan a healthy snack</li> <li>• Analyze a food label</li> <li>• Understand disease prevention and types of diseases</li> <li>• Demonstrate good body care</li> </ul>	

<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul>

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<ul style="list-style-type: none"> <li>• <i>Closure activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b><i>Differentiation:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b><i>High-Prep Differentiation:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b><i>Low-Prep Differentiation:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>English Language Learners</b></p>
<ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Students at Risk for Failure</b></p>
<ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Gifted and Talented</b></p>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

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



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

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<ul style="list-style-type: none"> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>
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<b>Health Unit 2: Integrated Skills</b>	<b>Grade: 3</b>
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**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:**

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.

**NJ Student Learning Standards:**

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Content Statements:**

- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision-making process.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- [Service projects](#) provide an opportunity to have a positive impact on the lives of self and others.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems

**Cumulative Progress Indicator (CPI):**

Interpersonal Communication:

- 2.2.4.A.1 - Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 - Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

Decision-Making and Goal Setting:

- 2.2.4.B.1 - Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2- Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 - Develop a personal health goal and track progress.

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<p>Character Development:                  2.2.4.C.1 - Determine how an individual's character develops over time and impacts personal health.                  2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.                  2.2.4.C.3- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.                  Advocacy and Service:                  2.2.4.D.1 -Explain the impact of participation in different kinds of service projects on community wellness.                  Health Services and Education:                  2.2.4.E.1- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.                  2.2.4.E.2- Explain when and how to seek help when experiencing a health problem.  <b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP11. Use technology to enhance productivity.</p>	
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● There are many people who help with the health of a community, you can research and find out</li> <li>● Humans such as yourself create air, noise and water pollution</li> <li>● You can reduce by saving water or electricity, and recycle all glass, plastic and cardboard.</li> <li>● To get help you must call 911</li> <li>● Effective communication is talking and listening to someone else</li> <li>● Positive relationships can be maintained through being polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>● How can I find out about people involved in the assuring the health of a community</li> <li>● What are the sources of air, noise, and water pollution</li> <li>● How can I reduce, reuse, recycle</li> <li>● How do I take responsibility for my own safety?</li> <li>● What are the safety rules for strangers and bullies?</li> <li>● How do I get help in an emergency situation?</li> <li>● How do I use effective communication skills?</li> <li>● How do I maintain a positive relationship?</li> </ul>
<b>Lessons</b>	<b>Description</b>
Lesson 1: Healthy Communities	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain the responsibilities of the people that work in public health</li> <li>● Compare and contrast hospitals and clinics</li> <li>● Define pollution</li> <li>● Explain how pollution is harmful</li> </ul>

Health Curriculum Scope and Sequence

	<ul style="list-style-type: none"> <li>● Identify the steps in the goal setting process</li> <li>● Discuss how to prevent litter</li> <li>● List ways to reduce, reuse, recycle</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 222-239 in <i>Your Health</i> book</li> <li>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).</li> <li>3. Have litter walk around the school grounds</li> <li>4. Make something from recycled materials</li> <li>5. Create a survey of all the pollution problems in your area</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Teacher observation</li> <li>● Teacher created assessments</li> <li>● Writing assignments</li> <li>● Student projects</li> <li>● Homework assignments</li> <li>● Activity book pages</li> </ul>
Lesson 2: Response to Emergencies	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Learn how to take responsibility for their own safety at home, in school, in vehicles, and at play</li> <li>● Learn safety rules about strangers and bullies</li> <li>● Learn how to get help in emergency situations and how to give first aid</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 194-215 in <i>Your Health</i> book.</li> <li>2. Safety is covered in fire drills, and during fire prevention week.</li> <li>3. Lessons can also be discussed after bullying assemblies throughout the school year.</li> </ol>

Health Curriculum Scope and Sequence

	<p>4. Create a safety first play</p> <p>5. Look through a sports catalog and make a list of equipment that is used for safety</p> <p>6. Write a letter to your school principal or to the editor of a newspaper about safety risks in your neighborhood or school</p> <p>7. Create a weather warning poster about how to stay safe in dangerous weather</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student participation</li> <li>● Student projects</li> <li>● Writing assignments</li> <li>● Teacher created rubrics</li> <li>● Teacher created assessments</li> <li>● Activity book pages</li> </ul>
<p>Lesson 3: Using Communication Skills</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Learn positive strategies pertaining to self-respect, self-control, and effective communication skills</li> <li>● Examine and practice methods for dealing with fear, anger, stress, and grief</li> <li>● Recognize the importance of building and maintaining positive relationships with family members and peers</li> <li>● Identify communication skills</li> <li>● Use communications skills to get along with family and friends</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 18-37 and pages 52-53 in <i>Your Health</i> book.</li> <li>2. Peer mediation groups working with the guidance counselors and teachers</li> <li>3. Create a book of feelings, draw pictures of as many feelings as you can think of and then write a description under each picture.</li> <li>4. Use a fable with a moral lesson, have students write original fables based on specific content of the lesson.</li> <li>5. Help students manage their time with a time management calendar.</li> <li>6. Discuss role models have the students write a profile about their favorite person or character.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student participation</li> <li>● Student projects</li> </ul>

Health Curriculum Scope and Sequence

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

Evidence of Learning (Assessments)	Accommodations and Modifications										
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Health Curriculum Scope and Sequence

	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace- Teacher Edition</li> <li>• Weekly Reader teacher guide</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul>

**Health Curriculum Scope and Sequence**

<ul style="list-style-type: none"> <li>● <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>● <a href="http://www.dairyCouncilofca.org/Tools/MyPyramid/">http://www.dairyCouncilofca.org/Tools/MyPyramid/</a></li> <li>● <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>● <a href="http://www.dare.com">www.dare.com</a></li> <li>○ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>○ <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>○ <a href="http://www.cdc.org">http://www.cdc.org</a></li> <li>○ <a href="http://www.hbs.org">http://www.hbs.org</a></li> <li>○ <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>○ <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>○ <a href="http://iweb.jackson.k12.ga.us/afurney/pollutionsolution/PollutionSolution.html">http://iweb.jackson.k12.ga.us/afurney/pollutionsolution/PollutionSolution.html</a></li> <li>○ <a href="http://www.texashte.com/teachers/elementary/elementary_3rd/index.htm">http://www.texashte.com/teachers/elementary/elementary_3rd/index.htm</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>● Education.com worksheets and printables</li> <li>● Brainpop Video</li> </ul>	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>● OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Texts</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>● <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>● <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>● <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> <li>● BrainPop Videos</li> <li>● Flocabulary Videos</li> <li>● Science A-Z online books and materials</li> <li>● Computer</li> <li>● Interactive Board</li> <li>● <a href="http://www.safekids.com">www.safekids.com</a></li> <li>● <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Themes</b></p>	<p style="text-align: center;"><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>● Health Literacy</li> <li>● Global Awareness</li> <li>● Civic Literacy</li> <li>● Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> </ul>



**Health Curriculum Scope and Sequence**

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

<p><b>Health Unit 3: Drugs and Medicine</b></p>	<p><b>Grade: 3</b></p>
<p><b>Unit Summary:</b> 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><b>Unit Rationale:</b> 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>	
<p><b>NJ Student Learning Standards:</b></p>	
<p>2.3 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><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>● Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and</li> </ul>	

**Health Curriculum Scope and Sequence**

<p>effective.</p> <ul style="list-style-type: none"> <li>• Use of drugs in unsafe ways is dangerous and harmful.</li> <li>• Substance abuse is caused by a variety of factors.</li> <li>• There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li> </ul> <p><b>Cumulative Progress Indicator (CPI):</b>                  Medicines:                  2.3.2.A.1 - Explain what medicines are and when some types of medicines are used.                  2.3.2.A.2 - Explain why medicines should be administered as directed.                  2.3.4.A.1 - Distinguish between over-the-counter and prescription medicines.                  2.3.4.A.2- Determine possible side effects of common types of medicines.                  Alcohol, Tobacco, and Other Drugs:                  2.3.2.B.1 - Identify ways that drugs can be abused.                  2.3.2.B.2 - Explain effects of tobacco use on personal hygiene, health, and safety.                  2.3.2.B.3 - Explain why tobacco smoke is harmful to nonsmokers.                  2.3.2.B.4 - Identify products that contain alcohol.                  2.3.2.B.5 -List substances that should never be inhaled and explain why.                  Dependency/Addiction And Treatment:                  2.3.2.C.1- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.                   2.3.2.C.2- Explain that people who abuse alcohol, tobacco or other drugs can get help.</p> <p><b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP11. Use technology to enhance productivity.</p>	
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Medicines are drugs that are helpful to the body, other drugs alter mood and attitude.</li> <li>• You can buy over the counter medicine at the store, and prescription medicine is only given by doctors.</li> <li>• You can avoid taking drugs by saying no to peer pressure.</li> <li>• Nicotine and alcohol products ate cigarettes, and chewing tobacco, wine, beer and liquor</li> </ul>	<ul style="list-style-type: none"> <li>• How are drugs helpful and harmful to the body?</li> <li>• What is the difference between over the counter and prescription medicines</li> <li>• How do I avoid taking drugs</li> <li>• What are the various nicotine and alcohol products</li> <li>• What are the harmful effects of tobacco and alcohol?</li> </ul>

<ul style="list-style-type: none"> <li>• Tobacco tar and chemicals can give you cancer, alcohol can alter your mood and make you have bad judgement.</li> </ul>	
Lessons	Description
<p>Lesson 1: Medicines and other Drugs</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain what drugs are</li> <li>• Distinguish between drugs that help the body and that harm the body</li> <li>• Differentiate between over the counter and prescription medicines</li> <li>• Describe ways medicines can help people and how medicines are taken or applied</li> <li>• Understand that medicines can be helpful only if used correctly</li> <li>• List the rules for using medicines safely</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 148-155 in <i>Your Health</i> book.</li> <li>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</li> <li>3. Create a bulletin board about making the right choices</li> <li>4. Create an acrostic poem from the word medicine</li> <li>5. Make drug posters- use information about how medicines help the body</li> <li>6. Follow medicine safety rules by reading appropriate labels</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student projects</li> <li>• Teacher created assessments</li> <li>• Rubrics</li> <li>• Teacher observation</li> <li>• Activity book pages</li> <li>• Homework assignments</li> <li>• Classwork assignments</li> </ul>
<p>Lesson 2: Alcohol, Tobacco and Harmful Drugs</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• List the dangerous physical effects of using inhalants, marijuana, or cocaine and tell why these drugs should be avoided</li> <li>• Describe how to avoid breathing inhalants</li> <li>• Describe the harmful effects of nicotine and alcohol on the body</li> <li>• Identify products that contain tobacco or alcohol</li> <li>• Identify the effects of tobacco on specific human body parts</li> <li>• Describe the hazards of environmental tobacco smoke</li> </ul>

	<ul style="list-style-type: none"> <li>● Describe some effects of alcohol on specific body organs and on behavior</li> <li>● Identify safety risks associated with alcohol</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Inhalants lessons can be found on pages 158-159 and 164-165 in <i>Your Health</i></li> <li>2. Discussion of marijuana can be found on page 160</li> <li>3. Cocaine discussion can be found on page 161</li> <li>4. Lessons on tobacco and alcohol can be found on pages 172-181 in <i>Your Health</i> book</li> </ol> <p>Other suggested activities:</p> <ul style="list-style-type: none"> <li>● Perform skits about people who use illegal drugs</li> <li>● Make a cartoon asking people not to smoke</li> <li>● List ways you can keep your heart healthy on a large cut out heart</li> <li>● Write a paper about the importance of being drug and alcohol free</li> <li>● Make a picture graph listing how many people have someone in their home that smokes</li> <li>● Play hand slap games and time your reactions</li> </ul> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student discussion</li> <li>● Student projects</li> <li>● Teacher created assessments</li> <li>● Written assignments</li> <li>● Activity book pages</li> </ul>
<p>Lesson 3: Refusing to Use</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe some laws regarding the sale, use and packaging of alcohol and tobacco products</li> <li>● Explain reasons for refusing and demonstrate ways to refuse tobacco and alcohol</li> <li>● Identify skills for refusal</li> <li>● Practice using refusal skills to say no to alcohol, drugs and tobacco</li> <li>● Emphasize the importance of saying no to drugs</li> <li>● Suggest ways to avoid dangerous drugs</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Information on laws and packaging can be found on page 182 in <i>Your Health</i> Book</li> <li>2. Alcohol and tobacco refusal lessons can be found on pages 182-187 in <i>Your Health</i> book</li> <li>3. “How can I Say No to Drugs” lesson can be found on pages 162-163 in <i>Your Health</i> Book</li> </ol> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>● Practice using refusal skills in skits</li> <li>● Write a letter to a friend who asks you to do drugs</li> </ul>

**Health Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• Create a comic strip about refusing drugs</li> <li>• Invent a game that illustrates the importance of saying no</li> <li>• Compare and contrast laws about tobacco and laws about alcohol</li> </ul> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• Student participation</li> <li>• Student projects</li> <li>• Rubrics</li> <li>• Teacher created assessments</li> <li>• Activity book pages</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Learn that drugs can be harmful and helpful to the body</li> <li>• Learn that over the counter and prescription medicines are helpful drugs that must be used safely</li> <li>• Learn about harmful drugs including inhalants, marijuana, and cocaine and how to avoid them.</li> <li>• Recognize various types of alcohol and nicotine products</li> <li>• Examine the harmful effects of alcohol, nicotine, and tar in tobacco and environmental tobacco smoke</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications								
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**Health Curriculum Scope and Sequence**

<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Portfolios</li> </ul>	<ul style="list-style-type: none"> <li><i>Problem-based learning</i></li> <li><i>Stations/centers</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students at Risk for Failure</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
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<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

**Health Curriculum Scope and Sequence**

<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairyCouncilofca.org/Tools/MyPyramid/">http://www.dairyCouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> <li>• <a href="http://www.hbs.org">http://www.hbs.org</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>• <a href="http://www.americanhearassociation.org">www.americanhearassociation.org</a></li> <li>• <a href="http://www.sadd.org">www.sadd.org</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader - student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Version</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>

**Health Curriculum Scope and Sequence**

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

<b>Health Unit 4: Human Relationships and Sexuality</b>	<b>Grade: 3</b>
<p><b>Unit Summary:</b>          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 will learn how to develop and maintain healthy relationships with friends and family.</p>	



<p><b>Unit Rationale:</b> 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.</p>					
<p><b>NJ Student Learning Standards:</b> 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p> <p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>The family unit encompasses the diversity of family forms in contemporary society.</li> </ul> <p><b>Cumulative Progress Indicator (CPI):</b> Relationships: 2.4.2.A.1- Compare and contrast different kinds of families locally and globally. 2.4.2.A.2- Distinguish the roles and responsibilities of different family members. 2.4.2.A.3- Determine the factors that contribute to healthy relationships. Sexuality: 2.4.2.B.1- Compare and contrast the physical differences and similarities of the genders.</p> <p><b>Technology Standards:</b> <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.</p>					
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	<ul style="list-style-type: none"> <li>● Describe some of the big changes that can affect the members of a family</li> <li>● Identify ways that family members can help each other</li> </ul> <p><b>Lesson Activities:</b></p> <p>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.</p> <p>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.</p> <p>3. More lessons and activities can be found on pages 44-53 in <i>Your Health Book</i>.</p> <p>Other suggested activities:</p> <ul style="list-style-type: none"> <li>● Role playing</li> <li>● Making a family time book</li> <li>● Create an all about me bulletin board</li> <li>● Create graphic organizers</li> <li>● Use books to introduce topics</li> <li>● Create a family coat of arms</li> <li>● Write a story about your family</li> </ul> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student projects</li> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Class discussions</li> <li>● Teacher observation</li> </ul>
<p>Lesson 2: Forming Positive Relationships</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Discuss factors that support healthy relationships with friends and family.</li> <li>● Describe the characteristics of a friend.</li> <li>● Describe appropriate ways to show affection and caring.</li> </ul>

Health Curriculum Scope and Sequence

	<p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> <li>4. Other lessons can be found on page 30 and 36 in <i>Your Health</i> book,</li> <li>5. Students may also participate in discussions with the school guidance counselor</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student projects</li> <li>• Rubrics</li> <li>• Teacher created assessments</li> <li>• Activity book pages</li> <li>• Homework assignments</li> <li>• Classwork assignments</li> </ul>
<p>Lesson 3: Growing and Changing</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe each stage of the human life cycle</li> <li>• Compare the four stages of the human life cycle</li> <li>• Describe how growth occurs</li> <li>• Compare kinds of cells and how they are designed to do special jobs</li> <li>• Describe one kind of growth in addition to physical growth and the changes that occur as a result</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discussion of the life cycle can be found on pages 54-57 in the <i>Your Health</i> book.</li> <li>2. Create a life cycle or activity cycle chart</li> <li>3. Write letters expressing what you would like to do when you grow up</li> <li>4. Make a timeline of your life so far</li> <li>5. Compare yourself to another person in another stage of growth</li> </ol>

**Health Curriculum Scope and Sequence**

	<p>6. Discussion of how people grow can be found on pages 58-61 in <i>Your Health</i> book</p> <p>7. List different ways you are similar and different from others</p> <p>8. Look at the three pictures of cells, ask students what they remind them of</p> <p>9. Look back to pages 1-15 and discuss different body systems where the cells might be located</p> <p>10. Create a growth chart</p> <p>11. Use excel or numbers to graph heights of students in the class</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Student projects</li> <li>● Rubrics</li> <li>● Teacher observation</li> <li>● Class discussion</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>● Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.</li> <li>● Compare the roles, rights, and responsibilities of various family members.</li> <li>● Describe practical methods for establishing and building healthful relationships</li> <li>● Recognize the importance of standing up for personal values when faced with negative peer pressure</li> <li>● Realize the importance of compassion, kindness, apology and forgiveness</li> <li>● Recognize that everyone grows and changes at different rates</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <i>Class discussion</i></li> <li>● <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of Unit Culminating Discussion/Activity</li> <li>● Wellness Activity Book</li> </ul> <p><b>Benchmark Assessments:</b></p>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p>

**Health Curriculum Scope and Sequence**

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

Health Curriculum Scope and Sequence

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> <li>• <a href="http://www.hbs.org">http://www.hbs.org</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>• <a href="http://www.ece.gov.nt.ca/divisions/kindergarten_g12/.../G3/06Gr3_FL.pdf">www.ece.gov.nt.ca/divisions/kindergarten_g12/.../G3/06Gr3_FL.pdf</a></li> <li>• <a href="http://www.bced.gov.bc.ca/perf_stands/...3/.../plo-k_3-healthy_relationships.pdf">www.bced.gov.bc.ca/perf_stands/...3/.../plo-k_3-healthy_relationships.pdf</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul>

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

**Grades 4 Scope and Sequence for Health**

	<b>Health</b>	<b>Number of Instructional Days (1 lesson per week)</b>
September October November December	<p><b><u>Unit 1 - Wellness:</u></b>  <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
December January February	<p><b><u>Unit 2 - Integrated Skills:</u></b>  <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
February March April	<p><b><u>Unit 3 - Medicines and Drugs</u></b>  <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
April May	<p><b><u>Unit 4 - Human Relationships and Sexuality</u></b></p>	Approximately 15 days



**Health Curriculum Scope and Sequence**

<b>June</b>	<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>	
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<b>Health Unit 1: Wellness</b>	<b>Grade: 4</b>
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**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.

**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.

**NJ Student Learning Standards:**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Content Statements:**

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual’s ability to cope with different types of emotional situations.

**Cumulative Progress Indicator (CPI):**

Personal Growth and Development:

2.1.4.A.1- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2- Determine the relationship of personal health practices and behaviors on an individual’s body systems.

Nutrition:

2.1.4.B.1- Explain how healthy eating provides energy, helps to maintain healthy weight, lower risk of heart diseases, and keeps body systems functioning effectively.

2.1.4.B.2- Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3- Create a healthy meal based on nutritional content, value, calories, and cost

2.1.4.B.4- Interpret food product labels based on nutritional content.

Diseases and Health Conditions:

2.1.4.C.1- Explain how most diseases and health conditions are preventable.

2.1.4.C.2 - Justify how the use of universal precautions, sanitation, and waste disposal, proper food handling and storage, and environmental controls prevent disease and health conditions.

2.1.4.C.3- Explain how mental health impacts one’s wellness.

Safety:

2.1.4.D.1- Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.2- Summarize the various forms of abuse and ways to get help.

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2.1.4.D.3- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Social and Emotional Health:

2.1.4.E.1- Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3- Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4- Summarize the causes of stress and explain ways to deal with stressful situations.

**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:**

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Exercise builds muscle strength, endurance, flexibility, and strengthens the heart and lungs</li> <li>● A healthy lifestyle means staying away from people who are sick, getting vaccinations, and avoiding harmful substances</li> <li>● 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.</li> <li>● Basic nutrients are carbohydrates, fats, proteins, vitamins, minerals, and water.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the function of the skin, teeth, gums, eyes, and ears and how do you take care of them?</li> <li>● What are the positive effects of 4 types of exercise?</li> <li>● How does lifestyle reduce or increase the risks of contracting and developing diseases?</li> <li>● What are the steps to managing stress?</li> <li>● What are basic nutrients?</li> </ul>
Lessons	Description
<p>Lesson 1: Nutrients and Your Digestive System</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify six major nutrients and their sources and functions in the body</li> <li>● Describe how the body digests and uses food</li> <li>● Explain how fiber is important to health</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 111-119 in <i>Your Health</i> textbook.</li> </ol>

Health Curriculum Scope and Sequence

	<p>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.</p> <p>3. Create a food poem about any food</p> <p>4. Keep a food log and label the amount of fat, calories, protein and carbohydrates in each food.</p> <p>5. Complete digestive system poster, explain what happens to food as it travels</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Created Assessments</li> <li>● Class Discussion</li> <li>● Student Participation</li> <li>● Rubrics</li> <li>● Student Projects</li> </ul>
<p>Lesson 2: Exercise and Stress Reduction</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain and demonstrate good posture when standing, walking, sitting and working at the computer</li> <li>● Define and explain the positive effects of four types of exercise and develop a personal exercise plan</li> <li>● Identify skills to manage stress</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Posture lessons can be found on pages 94-97 in <i>Your Health</i> book</p> <ul style="list-style-type: none"> <li>-research Yoga and try some yoga exercises</li> <li>-make posters about saying no to things that might cause neck strain</li> <li>-discuss the skeletal system and why it is important to posture (skeletal system activities can also be added here)</li> </ul> <p>2. Lessons on 4 types of exercise can be found on pages 98- 103</p> <ul style="list-style-type: none"> <li>-target vocabulary: muscle strength, flexibility, endurance, aerobic exercise, cardiovascular system</li> <li>-create a fitness plan using <a href="http://www.myfitnesspal.com">www.myfitnesspal.com</a></li> <li>-research a physical fitness career such as a personal trainer and present to the class in a powerpoint</li> <li>-review the circulatory system and complete activities that are associated with circulatory system</li> <li>-Practice setting fitness goals</li> </ul> <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><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Teacher Observation</li> <li>● Written Assignments</li> <li>● Student Projects</li> <li>● Homework</li> <li>● Activity Guide Pages</li> </ul>

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

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p>	<p><b>Special Education</b></p>

**Health Curriculum Scope and Sequence**

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

Health Curriculum Scope and Sequence

	<ul style="list-style-type: none"> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.hbschool.com">www.hbschool.com</a></li> <li>• <a href="http://www.mypyramid.org">www.mypyramid.org</a></li> <li>• <a href="http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm">http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm</a></li> <li>• <a href="http://www.healerwithin.org/IMLS/Gr4_nutrition.pdf">www.healerwithin.org/IMLS/Gr4_nutrition.pdf</a></li> <li>• <a href="http://www.myfitnesspal.com">www.myfitnesspal.com</a></li> <li>• <a href="http://www.heart.org">www.heart.org</a></li> <li>• <a href="http://www.cdc.com">www.cdc.com</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>

**Health Curriculum Scope and Sequence**

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

<b>Health Unit 2: Integrated Skills</b>	<b>Grade: 4</b>
<p><b>Unit Summary:</b>                  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><b>Unit Rationale:</b>                  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><b>NJ Student Learning Standards:</b></p>	
<p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• Many health-related situations require the application of a thoughtful decision-making process.</li> <li>• Personal core ethical values impact the health of oneself and others.</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>• <a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul> <p><b>Cumulative Progress Indicator (CPI):</b></p> <p>Interpersonal Communication:</p> <p>2.2.4.A.1- Demonstrate effective interpersonal communication in health and safety related situations.</p> <p>2.2.4.A.2- Demonstrate effective interpersonal communication when responding to disagreement or conflict with others.</p> <p>Decision-Making and Goal Setting:</p> <p>2.2.4.B.1 - Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 - Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3 -Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.2.4.B.4 -Develop a personal health goal and track progress.</p> <p>Character Development:</p> <p>2.2.4.C.1 - Determine how an individual’s character develops over time and impacts personal health.</p> <p>2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.4.C.3 - Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p> <p>Advocacy and Service:</p> <p>2.2.4.D.1- Explain the impact of participation in different kinds of service projects on community wellness.</p> <p>Health Services and Information:</p>	



**Health Curriculum Scope and Sequence**

<p>2.2.4.E.1- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.                  2.2.4.E.2- Explain when and how to seek help when experiencing a health problem.</p> <p><b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP11. Use technology to enhance productivity.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>GREAT prevents violence while developing a positive bond between law enforcement and youth during their early developmental years.</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be GREAT?</li> </ul>
Lessons	Description
Lesson 1: Great Beginnings	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Take part in the GREAT program provided by FPPD</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Act out various scenarios with the use of skits</li> <li>Complete workbook pages</li> <li>Engage in whole class discussion</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>Officer Observation</li> <li>Class Discussions</li> <li>Skits</li> <li>GREAT workbook</li> </ul>
Lesson 2: We're All In This Together/GREAT Days Ahead	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Take part in the GREAT program provided by FPPD</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Act out various scenarios with the use of skits</li> <li>Complete workbook pages</li> <li>Engage in whole class discussion</li> </ol>

**Health Curriculum Scope and Sequence**

	<p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Officer Observation</li> <li>● Class Discussions</li> <li>● Skits</li> <li>● GREAT workbook</li> </ul>
<p>Lesson 3: Loud and Clear/Stay Cool</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Take part in the GREAT program provided by FPPD</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Act out various scenarios with the use of skits</li> <li>2. Complete workbook pages</li> <li>3. Engage in whole class discussion</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Officer Observation</li> <li>● Class Discussions</li> <li>● Skits</li> <li>● GREAT workbook</li> </ul>
<p><b>Skills (Students will be able to...)</b></p>	
<ul style="list-style-type: none"> <li>● Practice ways of communicating</li> <li>● Identify what a bully, victim and Bystander are</li> <li>● Identify trusted adults</li> <li>● Identify when we feel anger</li> <li>● Practice controlling anger</li> <li>● Show respect for others</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <i>Class discussion</i></li> <li>● <i>Closure activity</i></li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

**Health Curriculum Scope and Sequence**

<p><b>Summative Assessments:</b></p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul>
<ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>	
<p><b>Benchmark Assessments:</b></p>	
<ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul>	
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners</b></p>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students at Risk for Failure</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>

**Health Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• GREAT Workbook supplied by FPPD</li> <li>• <a href="https://www.great-online.org">https://www.great-online.org</a></li> <li>• <a href="http://www.great-online.org/Components/ElementarySchool.aspx">http://www.great-online.org/Components/ElementarySchool.aspx</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> </ul>

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

<b>Health Unit 3: Drugs and Medicine</b>	<b>Grade: 4</b>
<p><b>Unit Summary:</b> 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</p>	

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

**Content Statements:**

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.

**Cumulative Progress Indicator (CPI):**

- Medicines:
- 2.3.4.A.1 -Distinguish between over-the-counter and prescription medicines.
  - 2.3.4.A.2 - Determine possible side effects of common types of medicines.
- Alcohol, Tobacco, and Other Drugs:
- 2.3.4.B.1 - Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
  - 2.3.4.B.2 - Compare the short- and long-term physical effects of all types of tobacco use.
  - 2.3.4.B.3 - Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
  - 2.3.4.B.4 - Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
  - 2.3.4.B.5- Identify the short- and long- term physical effects of inhaling certain substances.
- Dependency/Addiction And Treatment:
- 2.3.4.C.1 - Identify signs that a person might have an alcohol, tobacco, and/or drug use problem
  - 2.3.4.C.2- Differentiate between drug use, abuse, and misuse.
  - 2.3.4.C.3 - Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other 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:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
Students will understand that... <ul style="list-style-type: none"> <li>• Medicines can help your body by preventing the spread of illness</li> <li>• Addiction is when you have a habit and can't get rid of it</li> </ul>	<ul style="list-style-type: none"> <li>• How can medicines help my body</li> <li>• What is addiction?</li> </ul>

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<ul style="list-style-type: none"> <li>• Marijuana is a depressant, it brings you down.</li> </ul>	<ul style="list-style-type: none"> <li>• What are marijuana's effects on the body?</li> </ul>
Lessons	Description
<p>Lesson 1: Medicines Affect the Body</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize that medicines are drugs that help the body</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 174-179 in <i>Your Health</i> book</li> <li>2. Complete research on how many people between 10-19 use illegal drugs</li> <li>3. Make a calendar that serves a guide to remind you to lead a healthy life</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Projects</li> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Writing Assignments</li> <li>• Homework</li> </ul>
<p>Lesson 2: Addiction</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize that other substances such as caffeine and OTC medicines can be addictive</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use pages 160-163 as a guide for lessons</li> <li>2. Illustrate signs of abuse</li> <li>3. Create acrostic poems about abuse and addiction</li> <li>4. Make a graphic organizer-research different types of OTC medicines</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Teacher Observation</li> <li>• Student Projects</li> <li>• Rubrics</li> <li>• Written Assignments</li> </ul>
<p>Lesson 3: Dangerous Drugs</p>	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the effects of illegal drugs</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use a visualization of the students heart racing, dry mouth, dizziness to get the effect of what drugs do to you.</li> <li>2. Have students close their eyes and play some funky music make them spin around and have everyone talk for a more real effect</li> </ol>

	<p>3. Discuss what a gateway drug is</p> <p>4. Write song lyrics to discourage the use of illegal drugs</p> <p>5. More lessons can be found on pages 184-189 in <i>Your Health</i></p> <p>6. Make anti drug posters for use during Red Ribbon week</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● Student Projects</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>● Recognize medicines and drugs that help the body</li> <li>● Recognize that some substances like caffeine and OTC drugs can be addictive</li> <li>● Recognize the short and long term effects of marijuana</li> </ul>	

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



**Health Curriculum Scope and Sequence**

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

**Health Curriculum Scope and Sequence**

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

**Health Curriculum Scope and Sequence**

<ul style="list-style-type: none"> <li>● Information Literacy</li> <li>● Life and Career Skills</li> <li>● Global and Environmental Awareness</li> <li>● Problem Solving Skills</li> <li>● Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>● Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>● Trip to a local supermarket</li> <li>● Invite a nutritionist to come speak</li> <li>● Trip to doctor or dentist</li> <li>● Discussions with School Resource Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Eyecare Month - January</li> <li>● National Staying Healthy Month- January</li> <li>● Week of Respect- March</li> <li>● Red Ribbon Week- October</li> <li>● Kindness Month - February</li> <li>● Pennies for Patients Drive - February</li> <li>● American Heart Month- February</li> <li>● Jump Rope for Heart Fundraiser- April</li> <li>● American Red Cross Month -March</li> <li>● Dentist Day- March</li> <li>● Autism Awareness Month- April</li> <li>● Healthy Kids Day - April</li> </ul>

<p><b>Health Unit 4: Human Relationships and Sexuality</b></p>	<p><b>Grade: 4</b></p>
<p><b>Unit Summary:</b></p>	
<p>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.</p>	
<p><b>Unit Rationale:</b></p>	
<p>This unit was designed to teach students the understanding of various aspects of human relationships and sexuality which will in turn assist in making good choices about healthy living</p>	
<p><b>NJ Student Learning Standards:</b></p>	
<p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p><b>Content Statements:</b></p>	
<ul style="list-style-type: none"> <li>● The family unit encompasses the diversity of family forms in contemporary society.</li> <li>● Puberty is a period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</li> </ul>	
<p><b>Cumulative Progress Indicator (CPI):</b></p>	

**Health Curriculum Scope and Sequence**

<p>Relationships:                  2.4.4.A.1-Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.                  2.4.4.A.2- Explain why healthy relationships are fostered in some families and not in others.                  Sexuality:                  2.4.4.B.1- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different stages.</p> <p><b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP11. Use technology to enhance productivity.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The four traits are self- concept, self-respect, talent and attitude</li> <li>• You can resolve conflicts at school by getting help from a teacher</li> <li>• The four basic needs are food, water, air and shelter</li> <li>• If you don't express your feelings in a safe way, you might hurt someone else.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the challenges of being a friend</li> <li>• How can I resolve conflicts at school</li> <li>• What are the four traits that contribute to personality?</li> <li>• What are the four basic needs?</li> <li>• Why is it important to express feelings in safe ways?</li> </ul>
Lessons	Description
Lesson 1: Self	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify four types of traits that contribute to personality</li> <li>• Differentiate between traits that can and cannot be changed</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found in Your Health book on pages 18-21</li> <li>2. Discuss traits you can and cannot change</li> <li>3. Write a character description or story about what's good about you</li> </ol> <p>2. Role play</p> <ol style="list-style-type: none"> <li>3. Make a list of goals to improve yourself</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• Student Projects</li> <li>• Homework</li> </ul>

Health Curriculum Scope and Sequence

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

**Health Curriculum Scope and Sequence**

- 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

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

**Health Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.hbschool.com">www.hbschool.com</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> </ul>

**Health Curriculum Scope and Sequence**

<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> </ul>	<ul style="list-style-type: none"> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>



Health Curriculum Scope and Sequence

<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>
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**Grades 5 Scope and Sequence for Health**

	<p><b>Health</b></p>	<p><b>Number of Instructional Days</b> (1 lesson per week)</p>
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**Health Curriculum Scope and Sequence**

September October November December	<b><u>Unit 1 - Wellness:</u></b> <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	<b><u>Unit 2 - Integrated Skills:</u></b> <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	<b><u>Unit 3 - Medicines and Drugs</u></b> <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	<b><u>Unit 4 - Human Relationships and Sexuality</u></b> <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

<b>Health Unit 1: Wellness</b>	<b>Grade: 5</b>
<p><b>Unit Summary:</b> 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><b>Unit Rationale:</b> Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<b>NJ Student Learning Standards:</b>	
<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>● Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>● Eating patterns are influenced by a variety of factors.</li> <li>● The early detection and treatment of disease and health conditions impact one’s health.</li> <li>● Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of self and others.</li> <li>● Applying first-aid procedures can minimize injury and save lives.</li> <li>● Social and emotional development impacts all components of wellness.</li> </ul>	

## Health Curriculum Scope and Sequence

- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual's ability to cope with different types of emotional issues.

### **Cumulative Progress Indicator (CPI):**

#### Personal Growth and Development:

- 2.1.6.A.1- Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

#### Nutrition:

- 2.1.6.B.1- Determine choices that influence food choices and eating patterns.
- 2.1.6.B.2- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4- Compare and contrast nutritional information on similar food products in order to make informed choices.

#### Disease and Health Conditions:

- 2.1.6.C.1- Summarize means of detecting and treating disease and health conditions that are prevalent in adolescents.
- 2.1.6.C.2- Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3- Compare and contrast common mental illnesses (such as depression, anxiety, and panic disorders and phobias) and ways to detect and treat them.

#### Safety:

- 2.1.6.D.1- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2- Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3- Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4- Assess when to use basic first-aid procedures.

#### Social and Emotional Health:

- 2.1.6.E.1- Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

### **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:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Health Curriculum Scope and Sequence

CRP12. 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"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• Developing self esteem, resilience, tolerance and coping skills support social and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What makes a food healthy?</li> <li>• How do you determine appropriate portion sizes?</li> <li>• How can you learn to like yourself and others?</li> </ul>
Lessons	Description
Lesson 1: Digestion and Nutrition	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand what happens during digestion</li> <li>• Identify what your body needs to keep you health</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will complete a digestion webquest  <a href="http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm">http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm</a></li> <li>2. Information on nutrition and digestion can be found on pages 134-143</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Student projects</li> </ul>
Lesson 2: Food Labels	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn that food labels are used to compare nutritional values of different foods</li> <li>• Practice using food labels</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 158-161 in <i>Your Health</i> book</li> <li>2. Create your own food label</li> <li>3. Food label race, choose several foods and have students race to find which have the following:             <ul style="list-style-type: none"> <li>-lowest fat content</li> <li>-lowest number of calories</li> <li>-most protein</li> <li>-most fiber</li> </ul> </li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Teacher Rubrics</li> </ul>

Health Curriculum Scope and Sequence

	<ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• Teacher Observation</li> </ul>
Lesson 3: Safety	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify hazards and learn how to prevent injuries and aid in emergencies</li> <li>• Practice internet safety</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 278-309</li> <li>2. Safety drills are practiced during school</li> <li>3. Review of emergency procedures for home and school</li> <li>4. Fire prevention week activities</li> <li>5. Discussion of internet safety and cyberbullying</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• Student Projects</li> <li>• Class Discussions</li> <li>• Written Assignments</li> <li>• Activity Book pages</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Learn to make good health choices</li> <li>• Identify healthy and unhealthy foods</li> <li>• Determine correct portion sizes</li> <li>• Explain why it is important to like one's self</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><i>Differentiation:</i></p>

**Health Curriculum Scope and Sequence**

<ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>	
<p><b>Benchmark Assessments:</b></p>	
<ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>

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	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> <li>• <a href="http://www.hbs.org">http://www.hbs.org</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>• <a href="http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm">http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm</a></li> <li>• <a href="http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/">http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/</a></li> <li>• <a href="http://kidshealth.org/parent/centers/fitness_nutrition_center.html">http://kidshealth.org/parent/centers/fitness_nutrition_center.html</a></li> <li>• <a href="http://www2.goshen.k12.wy.us/Schools/thegeography/torrington_ss_web/5th%20Grade/Nutrition.htm">http://www2.goshen.k12.wy.us/Schools/thegeography/torrington_ss_web/5th%20Grade/Nutrition.htm</a></li> <li>• <a href="http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm">http://www.ellingtonpublicschools.org/emslibrary/digestion_webquest.htm</a></li> <li>• <a href="http://www.aeei.gov.sk.ca/guws-elementary-grade-5-chemical-safety">www.aeei.gov.sk.ca/guws-elementary-grade-5-chemical-safety</a></li> <li>• <a href="http://www.altusschools.k12.ok.us/district/curric/Health,PE/DISTRICT/CR065740.HTM">http://www.altusschools.k12.ok.us/district/curric/Health,PE/DISTRICT/CR065740.HTM</a></li> <li>• <a href="http://www.proprofs.com/quiz-school/story.php?title=internet-safety-test-grade-5">http://www.proprofs.com/quiz-school/story.php?title=internet-safety-test-grade-5</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>

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



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<ul style="list-style-type: none"> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>
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<p><b>Health Unit 2: Integrated Skills</b></p>	<p><b>Grade: 5</b></p>
<p><b>Unit Summary:</b> 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><b>Unit Rationale:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions</p>	
<p><b>NJ Student Learning Standards:</b></p>	
<p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health and safety related issues.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships resolving conflict.</li> <li>• Every health related decision has short and long term consequences and affects the ability to reach health goals.</li> <li>• Personal core ethical values impact the behavior of oneself and others.</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>• Participation in social and health or service organization initiatives have a positive social impact.</li> <li>• Health literacy includes the ability to compare and evaluate health resources.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul> <p><b>Cumulative Progress Indicators (CPI)</b></p> <p>Interpersonal Communication:</p> <p>2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself or others.</p> <p>2.2.6.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>Decision-Making and Goal Setting:</p> <p>2.2.6.B.1- Use effective decision making strategies.</p> <p>2.2.6.B.2 - Predict how the outcome(s) of a health related decision may differ if an alternative decision is made by self or others.</p>	

<p>2.2.6.B.3 - Determine how conflicting interests may influence one’s decision.</p> <p>2.2.6.B.4 - Apply personal health data and information to support achievement of one’s short and long term health goals.</p> <p>Character Development:</p> <p>2.2.6.C.1 - Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2 - Predict situations that may challenge an individual’s core ethical values.</p> <p>2.2.6.C.3 - Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>Advocacy and Service:</p> <p>2.2.6.D.1 - Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2 - Develop a position about a health issue in order to inform peers.</p> <p>Health Services and Information:</p> <p>2.2.6.E.1 - Determine the validity and reliability of different types of health resources.</p> <p>2.2.6.E.2 - Distinguish health issues that warrant support from trusted adults or health professionals.</p> <p><b>Technology Standards:</b></p> <p><b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. 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"> <li>● Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>● Effective communication skills enhance a person’s ability to express and defend their beliefs</li> <li>● Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> <li>● Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>● Character is who you are when no one is looking.</li> </ul>	<ul style="list-style-type: none"> <li>● How do you know whether or not health information is accurate?</li> <li>● How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>● In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>● How are character and health related? What aspects of our character can be changed?</li> <li>● To what extent do outside influences shape values?</li> <li>● How can you inspire others to address health issues?</li> </ul>

<ul style="list-style-type: none"> <li>Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>	
Lessons	Description
Lesson 1: Setting Goals	<p><b>Goals/Objectives:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Understand that setting goals allows things to happen in your life</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Lessons can be found on pages 24-27 in <i>Your Health</i> book</li> <li>Create a long term goal and some short term goals, record how you meet those goals over the years</li> <li>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.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher created assessments</li> </ul>
Lesson 2: Character Development	<p><b>Goals/Objectives:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Identify mental, physical and emotional changes that happen during adolescence</li> <li>Identify good health choices</li> <li>Name four pleasant changes you experience each year</li> <li>Explain responsibility and identify how it makes you feel good about yourself</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Adolescence is discussed on pages 78-81 in <i>Your Health</i> book</li> <li>Health choices are discussed in pages 82-85 in <i>Your Health</i> book</li> <li>Responsibility is discussed on pages 57-59 in <i>Your Health</i> book</li> <li>Character lessons are also conducted by the school guidance counselor</li> <li>Character is discussed in several assemblies</li> <li>Review of student handbook can be completed for this unit</li> <li>Create a wall of good character</li> <li>Have student write positive letters to each other</li> </ol>

	<p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Teacher made assessments</li> <li>● Student projects</li> <li>● Rubrics</li> <li>● Teacher observation</li> </ul>
<p>Lesson 3: Leadership</p>	<p><b>Goals/Objectives:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>● Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.</li> <li>● Identify issues concerning public health care</li> <li>● Understand groups that promote health and protect the environment where you live</li> <li>● Explain where to get help in case of an emergency</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Introduce this activity by asking: “How many times has someone asked you for advice?”</li> <li>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.</li> <li>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.”</li> <li>4. Discuss current event articles on public health also use pages 316-319 in <i>Your Health</i> book to discuss</li> <li>5. Use pages 320-323 to discuss community health needs complete a research project on a health job in your community</li> <li>6. Review school and community emergency plans</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student projects</li> <li>● Class discussion</li> <li>● Teacher Observation</li> <li>● Written Responses</li> <li>● Activity Book pages</li> </ul>
<p><b>Skills (Students will be able to...)</b></p>	
<ul style="list-style-type: none"> <li>● Recognize accurate health information</li> </ul>	

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

**Health Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, You Can Experience True Freedom</i></li> <li>• <i>Teen Health Course 3</i> Glencoe/McGraw-Hill - Teacher Guide</li> </ul> <p><b>Supplemental Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Teen Health Course 3</i> Glencoe/McGraw-Hill- Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> </ul>

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

Career Education	Global Perspectives
<p><b>9.2 Career Awareness, Exploration, and Preparation</b>                      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"> <li>● Eyecare Month - January</li> <li>● National Staying Healthy Month- January</li> <li>● Week of Respect- March</li> <li>● Red Ribbon Week- October</li> <li>● Kindness Month - February</li> <li>● Pennies for Patients Drive - February</li> <li>● American Heart Month- February</li> <li>● Jump Rope for Heart Fundraiser- April</li> <li>● American Red Cross Month -March</li> <li>● Dentist Day- March</li> <li>● Autism Awareness Month- April</li> <li>● Healthy Kids Day - April</li> </ul>

Health Unit 3: Drugs and Medicine	Grade: 5
<p><b>Unit Summary:</b>                      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><b>Unit Rationale:</b>                      Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
<p><b>NJ Student Learning Standards:</b></p> <p>2.3 Drugs and Medicine: 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><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>● Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</li> <li>● There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors</li> <li>● Substance abuse is caused by a variety of factors.</li> </ul> <p><b>Cumulative Progress Indicators (CPI):</b></p> <p>Medicines:</p> <p>2.3.6.A.1 - Compare and contrast short and long term effects and the potential for abuse of commonly used over the counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.A.2 - Compare information found on over the counter and prescription medicines.</p> <p>Alcohol, Tobacco and Other Drugs</p> <p>2.3.6.B.1 - Explain the system of drug classification and why it is used in preventing substance abuse.</p> <p>2.3.6.B.2 - Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 - Compare the effect of laws, policies, and procedures on smokers and non-smokers.</p> <p>2.3.6.B.4 - Determine the impact of the use and abuse of on the incidence of illness, injuries, and disease, the increase of risky behavior health behaviors, and the likelihood of harm to one’s health.</p>	



**Health Curriculum Scope and Sequence**

<p>2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision making and place one at risk.                  2.3.6.B.6 - Summarize the signs and symptoms of inhalant abuse.                  2.3.6.B.7 - Analyze the relationship between injected drug use and disease such as HIV/AIDS and hepatitis.</p> <p>Dependency/Addiction And Treatment:                  2.3.6.C.1 - Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.                  2.3.6.C.2 - Explain how wellness is affected during the stages of drug dependency/addiction.                  2.3.6.C.3 - Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and peer role models.                  2.3.6.C.4 - Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug free.</p> <p><b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.                  CRP11. Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>How do I make the “right” decisions in the face of peer, media and other pressures?</li> </ul>
<b>Lessons</b>	<b>Description</b>
<p>Lesson 1: Purpose and Tobacco</p>	<p><b>Goals/Objectives:</b>  <b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Students will be able to say in their own words the theme of the D.A.R.E</li> <li>Explain the steps in the DARE decision making model</li> <li>Compare estimates of tobacco usage with actual statistics</li> <li>Compare and contrast common beliefs about tobacco usage</li> <li>Identify harmful effects of tobacco</li> <li>Draw conclusions about the impact of tobacco usage through marketing</li> <li>Recognize the harmful effects of marijuana</li> </ul> <p><b>Lesson Activities:</b></p>

Health Curriculum Scope and Sequence

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

	<ul style="list-style-type: none"> <li>• Think Pair Share</li> <li>• Officer Observation</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Learn how to live a healthy drug free lifestyle</li> <li>• Learn about illegal drugs and their harmful effects</li> <li>• Practice drug avoidance</li> <li>• Learn where and how to get help for drug and alcohol abuse</li> <li>• Understand the dangers of tobacco</li> <li>• Understand the dangers of drinking too much alcohol</li> </ul>	

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

	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
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<ul style="list-style-type: none"> <li>• Additional resources provided by school nurse</li> </ul>	<p><b>Intervention Resources:</b></p> <p>Leveled Literacy Intervention Texts</p>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Themes</b></p>	<p style="text-align: center;"><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Learning and innovation skills</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Media and Technology Informational Skills</li> <li>• Literacy</li> <li>• Life and Career Skills</li> <li>• Flexibility and Adaptability Initiative</li> <li>• Self Direction</li> <li>• Social and Cross Cultural Skills</li> <li>• Productivity</li> <li>• Leadership</li> <li>• Civic Literacy and Responsibility</li> </ul> <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: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<p style="text-align: center;"><b>Career Education</b></p>	<p style="text-align: center;"><b>Global Perspectives</b></p>

<p><b>9.2 Career Awareness, Exploration, and Preparation</b>                  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"> <li>● Eyecare Month - January</li> <li>● National Staying Healthy Month- January</li> <li>● Week of Respect- March</li> <li>● Red Ribbon Week- October</li> <li>● Kindness Month - February</li> <li>● Pennies for Patients Drive - February</li> <li>● American Heart Month- February</li> <li>● Jump Rope for Heart Fundraiser- April</li> <li>● American Red Cross Month -March</li> <li>● Dentist Day- March</li> <li>● Autism Awareness Month- April</li> <li>● Healthy Kids Day - April</li> </ul>
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<p><b>Health Unit 4: Human Relationships and Sexuality</b></p>	<p><b>Grade: 5</b></p>
<p><b>Unit Summary:</b>                  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.</p> <p><b>Unit Rationale:</b>                  Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	
<p><b>NJ Student Learning Standards:</b></p>	
<p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>● Healthy relationships require a mutual commitment.</li> <li>● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> <li>● Responsible actions regarding sexual behavior impact the health of one's self and others.</li> </ul> <p><b>Cumulative Progress Indicator (CPI):</b></p> <p>Relationships:</p> <p>2.4.6.A.1 - Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 - Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 - Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 - Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 - Compare and contrast the role of dating behaviors in adolescents</p> <p>Sexuality:</p> <p>2.4.6.B.1 - Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2 - Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3 - Determine behaviors that can place one at risk for HIV/AIDS, STIs, HPV pr unintended pregnancy.</p>	

**Health Curriculum Scope and Sequence**

<p>2.4.6.B.4 - Predict the possible physical, social, emotional impacts of adolescent decision making regarding sexual behavior.</p> <p><b>Technology Standards:</b>  <b>8.1 Educational Technology:</b> 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><b>Career Ready Practices:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.                  CRP11. Use technology to enhance productivity.                  CRP12. 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"> <li>Girls experience menstruation. Their bodies change. Boys may sweat more and develop hair on their bodies.</li> <li>Good hygiene requires keeping your body clean by bathing regularly and wearing deodorant.</li> <li>Aids is a disease that is contracted through blood or body fluids, it is not curable</li> </ul>	<ul style="list-style-type: none"> <li>How do boys and girls change during puberty?</li> <li>What are the stages of development for boys and girls</li> <li>How do I practice good hygiene?</li> <li>What is AIDS?</li> </ul>
Lessons	Description
<p>Lesson 1: Rules and Anatomy</p>	<p><b>Goals/Objectives:</b>  <b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Identify what happens during puberty</li> <li>Demonstrate appropriate behavior during discussion of sexual body parts</li> </ul> <p><b>Lesson Activities:</b>                  Girls:</p> <ul style="list-style-type: none"> <li>Rules</li> <li>Pre-test</li> <li>Before film quiz</li> <li>Introduction to Vocabulary</li> <li>Julie’s story</li> <li>Female Anatomy Diagram</li> </ul> <p>Boys:</p>

Health Curriculum Scope and Sequence

	<ul style="list-style-type: none"> <li>● Rules</li> <li>● Pre-test</li> <li>● Introduction to Vocabulary</li> <li>● Always changing video</li> <li>● Male anatomy diagram</li> <li>● Male stages of development</li> </ul> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● Pre-tests results</li> </ul>
Lesson 2: Stages of Development	<p><b>Goals/Objectives:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>● Identify correct male and female anatomy</li> <li>● Discuss stages of development</li> </ul> <p><b>Lesson Activities:</b></p> <p>Girls:</p> <ul style="list-style-type: none"> <li>● Always Changing Video</li> <li>● Physiology of Menstruation</li> <li>● Female Stages of Development</li> <li>● Calendar</li> <li>● Male Anatomy</li> <li>● Co-ed Always Video</li> </ul> <p>Boys:</p> <ul style="list-style-type: none"> <li>● Co-ed Always video</li> <li>● Female Anatomy</li> <li>● Physiology of menstruation</li> </ul> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Teacher observation</li> <li>● Class discussion</li> </ul>
Lesson 3: Hygiene and AIDS	<p><b>Goals/Objectives:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>● Discuss ways to maintain good hygiene</li> <li>● Recognize risky behavior</li> <li>● Define HIV/AIDS</li> </ul> <p><b>Lesson Activities:</b></p>



Health Curriculum Scope and Sequence

	<p>Girls and boys:</p> <ol style="list-style-type: none"> <li>1. No Sweat: Just read it and write</li> <li>2. Clean IQ</li> <li>3. Hygiene</li> <li>4. Slim Goodbody video on AIDS</li> <li>5. Handout the AIDS infection</li> <li>6. National geographic Filmstrip</li> <li>7. Post- test</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class Discussion</li> <li>● Teacher Observation</li> <li>● Worksheets</li> <li>● Post-test</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>● Accept individual difference which occur due to various stages of growth and development</li> <li>● Develop knowledge that hormones affect body changes</li> <li>● Understand how one’s individual psychological changes can affect social behavior</li> <li>● Distinguish between facts and myths about HIV and infectious disease</li> <li>● Identify risk taking behaviors</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Group projects</li> <li>● Discussion questions</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Wellness activity boos</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p>

Health Curriculum Scope and Sequence

<ul style="list-style-type: none"> <li>• Projects</li> <li>• Class discussions</li> </ul>	
<p><b>Benchmark Assessments:</b></p>	<ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners</b></p>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students at Risk for Failure</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, You Can Experience True Freedom</i></li> <li>• <i>Teen Health Course 3</i> Glencoe/McGraw-Hill - Teacher Edition</li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.njphysicians.org">www.njphysicians.org</a></li> <li>• Additional resources provided by school nurse</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Teen Health Course 3</i> Glencoe/McGraw-Hill -Student Edition</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Learning and innovation skills</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Media and Technology Informational Skills</li> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>

