

Beach Haven School District
Health Curriculum
Grade 3-4

Introduction

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision-making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science, 21st Century Themes: 9.1 21st Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Robert Barrett
Proposed Revision Date:	Summer 2022

Health Pacing Guide

Unit 1: Wellness	11 Days- ongoing
Unit 2: Alcohol, Tobacco and Other Drugs	7 Days
Unit 3: Family Life	12 Days
Unit 4: Community Health Skills	6 Days

Unit 1: Wellness**Duration:** 11 Days- ongoing**Accommodations & Modifications****English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

Basic Skills

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions

Economically Disadvantaged

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Standards

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.

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.

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.

2.2.4. B.4 Develop a personal health goal and track progress.

2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4. A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.5.A.1- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

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

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● Personal health practices and behaviors have an impact on an individual's body systems. ● Each component of fitness contributes to personal health as well as motor skill performance. 	<ul style="list-style-type: none"> ● What are the physical, social, emotional and mental dimensions of personal wellness and how do they interact? ● What are the effects of the personal health practices and behaviors on an individual's body systems? ● Each component of fitness contributes to personal health as well as motor skill performance? ● What are the benefits of regular physical activity? ● What goal can you set for yourself that can be tracked and improve upon? ● What factors such as heredity, training, diet and technology will affect your personal fitness?

Knowledge and Skills	
Content	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● Personal health practices and behaviors have an impact on an individual's body systems. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. (3) ● Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. (3)

	<ul style="list-style-type: none"> ● Identify the physical, social, emotional and intellectual benefits of participating in daily physical activity. (3) ● Analyze personal fitness levels to create and implement individualized wellness improvement plan. (4) ● Create a healthy meal by identifying and analyzing nutritional data. (4) ● Identify public health strategies and determine their impact on preventing diseases and health conditions. (4)
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Create a healthy meal: Students will receive a “My Plate” placemat to create a healthy meal, targeting breakfast, lunch, or dinner. Students will give a description what makes their meal “healthy”. 	http://www.choosemyplate.gov/
<ul style="list-style-type: none"> ● Physical, social, emotional health: Students will identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity. Students will be asked to fill in the following sentences. <ul style="list-style-type: none"> ○ When I do my favorite physical activity I feel ○ When I don’t do any physical activity I feel ○ Doing schoolwork after playing outside or exercising helps me 	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u1.pdf

- **Healthy Eating:** Students will compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices. Students will be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals.

<http://www.choosemyplate.gov/>

- **Strategy & Prevention:** Assessment Activity: 1). the teacher will divide the class into 5 groups. Assign one of the following health programs to each group to research: A) School-based B) Community-based C) State D) Federal E) International 2). Research should include: A) Names of agencies and contact information (one or two) B) Services/programs they provide to the public C) What are an individual's qualifications for service? D) What type of professionals are the employees? E) Where are the facilities located? F) How they are funded? 3). Have each group discuss the impact the absence of this agency might have on the health of the general public. Share findings with the class through oral presentation. Wrap up: Have students peruse the "Kids Health.org" site to learn at least one new fact about a health service that provides education on prevention of diseases.

http://kidshealth.org/kid/feel_better/

Literature

School Lunch by True Kelley

Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell

What makes you feel hungry?

Websites

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| <ul style="list-style-type: none">● Lesson Plan Ideas | <ul style="list-style-type: none">● www.PECentral.org● www.PEUniverse.com● www.supportrealteachers.org |
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Evidence of Student Learning

Formative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Peer Assessment
- Conference between student and teacher
- Student participation

Summative Assessments

- Rubric score
- Fitnessgram

Benchmark Assessment

- Assessment on MyPlate.com
- Notebook Check with Teacher Created Rubric

Alternative Assessments

- Teacher Observation Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips
- Draw a Picture to Show Understanding with Verbal Explanation
- Teacher Created/Modified Assessment

Unit 2: Alcohol, Tobacco, and other Drugs	Duration: 7 Days
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Accommodations & Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language ● Simplify content ● Google Translator ● Multi - language word wall
Gifted and Talented	<ul style="list-style-type: none"> ● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites ● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students
Basic Skills	<ul style="list-style-type: none"> ● Keep in mind learner's multi-sensory, visual, and auditory style ● Pre-teach Vocabulary ● Graphic Organizers to Organize and Collect Important Information ● Collaborative Grouping to Support Student Needs ● Provide Student with Verbal and Visual Prompts and Directions
Economically Disadvantaged	<ul style="list-style-type: none"> ● Keep in mind learner's multi-sensory, visual, and auditory style ● Preview Lesson to Help Build Student Background Knowledge ● Collaborative Grouping to Support Student Needs ● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations ● Provide Additional Time to Complete Assignments and Projects
Special Education	<ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Standards

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.

2.3.4. A.1 Distinguish between over-the-counter and prescription medicines.

2.3.4. A.2 Determine possible side effects of common types of medicines.

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.

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.

Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.5.A.1- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Many health-related situations require the application of a thoughtful decision-making process. ● There are differences between over-the-counter and prescription medicines. ● The possible side effects of common types of medicines. ● It is illegal to use or possess certain drugs/substances and the possible consequences. ● There are short- and long-term physical effects of all types of tobacco use ● That there are specific environments where secondhand/passive smoke may impact the wellness of nonsmokers. ● There are signs that a person might show if they have alcohol, tobacco, and/or drug use problem. ● There are differences between drug use, abuse, and misuse. 	<ul style="list-style-type: none"> ● How do various outside influences affect thoughts, feelings, health decisions and behaviors? ● How can you distinguish between over-the-counter and prescription medicines? ● What are the possible side effects of common types of medicines? ● Why is it illegal to use or possess certain drugs/substances and what are the possible consequences? ● What are the short- and long-term physical effects of all types of tobacco use? ● What are the specific environments where second- hand/passive smoke may impact the wellness of nonsmokers? ● What signs might a person have if they have alcohol, tobacco, and/or drug use problem? ● How can you differentiate between drug use, abuse, and misuse?
<ul style="list-style-type: none"> ● Advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. 	<ul style="list-style-type: none"> ● How can advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs?

Knowledge and Skills	
Content	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The difference between positive and negative decisions. ● Warning signs of persons abusing alcohol, tobacco, or other drugs. ● The consequences of abuse of alcohol, tobacco, and other drugs with one's health. ● How to read/ understand labels on medicine bottles. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. 3 ● Interpret a medicine label and identify pertinent information provided for responsible use. 3 ● Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. 3 ● Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. 3 ● Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others. 4 ● Identify the possible side effects that medicines may cause even when used appropriately. 4 ● Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health. 4 ● Describe situations or environments where second hand smoke could impact the health of nonsmokers.
Instructional Plan	
Suggested Activities	Resources

<ul style="list-style-type: none">● Everyday Decisions: Student will identify decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. Students in groups of four will be asked to brainstorm decisions that they need to make every day. They will write these decisions down on a piece of poster board. Next to the decision they will write down what they think about before making these decisions. The teacher will then give them one or two scenarios involving alcohol, tobacco, or drugs. Students will use these scenarios to complete their poster board. Next to the scenarios they will write down what things they should be thinking about when making decisions involving alcohol, tobacco, or other drugs. Students should relate that they should use the same thought process when making any decision.	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf</p>
<ul style="list-style-type: none">● WARNING: Students will identify the warning signs or symptoms that people might exhibit if they are abusing alcohol, tobacco, or other drugs. Students will be given a scenario regarding an adult who is abusing alcohol. Embedded in the scenario would be age- appropriate signs and symptoms of abuse. Signs and symptoms like loss of appetite, weight loss, irritable, headaches, not being responsible, fatigue, etc. At the completion of the scenario all students will be asked the following:<ol style="list-style-type: none">1. Identify 3 physical signs or symptoms that an adult might be abusing alcohol.2. Identify 2 nonphysical signs or symptoms that an adult may be abusing alcohol.	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf</p>

<ul style="list-style-type: none"> ● I Spy: Students will identify and interpret a medicine label for the pertinent information that is provided for responsible use. Assessment Activity: Students will be provided with a medicine label. The labels may be from over the counter medicines. Students will then be asked to complete the following questions: <ol style="list-style-type: none"> 1. What are the directions for the medicine's use? 2. What is the expiration date of the medicine? 3. Identify any people who should not use the medicine. 4. What is the intended use of the medicine? 5. What warnings regarding the use of the medicine are listed? 	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf
<ul style="list-style-type: none"> ● You Be the Judge: Students will identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. Students will pick a law commonly associated with alcohol, tobacco, or other drugs. For example the legal age to drink alcohol or smoke tobacco or the illegalities of drinking and driving. Students will be asked to draw a representation of this law. The students will also be asked to write a sentence or two describing their picture and the law. 	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf
Literature	
<ul style="list-style-type: none"> ● <i>What You Need to Know About Drugs</i> ● <i>Dealing With Peer Pressure Kids</i> ● <i>School Counselors Kids</i> 	<ul style="list-style-type: none"> KidsHealth.org/en/kids/know-drugs.html Health.org/en/kids/peer-pressure.html Health.org/en/kids/school-counselors.html
Websites	
<ul style="list-style-type: none"> ● Lesson Plan Ideas 	<ul style="list-style-type: none"> ● www.PECentral.org ● www.PEUniverse.com ● www.supportrealteachers.org

Evidence of Student Learning

Formative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Peer Assessment
- Conference between student and teacher
- Student participation

Summative Assessments

- Rubric score
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Benchmark Assessment

- Assessment on MyPlate.com
- Notebook Check with Teacher Created Rubric

Alternative Assessments

- Teacher Observation Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips
- Draw a Picture to Show Understanding with Verbal Explanation
- Teacher Created/Modified Assessment

Unit 3: Family Life	Duration: 12 Days
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Accommodations & Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language ● Simplify content ● Google Translator ● Multi - language word wall
Gifted and Talented	<ul style="list-style-type: none"> ● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites ● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students
Basic Skills	<ul style="list-style-type: none"> ● Keep in mind learner's multi-sensory, visual, and auditory style ● Pre-teach Vocabulary ● Graphic Organizers to Organize and Collect Important Information ● Collaborative Grouping to Support Student Needs ● Provide Student with Verbal and Visual Prompts and Directions
Economically Disadvantaged	<ul style="list-style-type: none"> ● Keep in mind learner's multi-sensory, visual, and auditory style ● Preview Lesson to Help Build Student Background Knowledge ● Collaborative Grouping to Support Student Needs ● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations ● Provide Additional Time to Complete Assignments and Projects
Special Education	<ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Standards

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.

2.4.4. B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

2.4.4. C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

2.4.4. C.2 Relate the health of the birth mother to the development of a healthy fetus.

Interdisciplinary Connections**Science:**

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.5.A.1- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and

energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

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

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Families typically share common values; provide love and emotional support, and set boundaries and limits. ● Healthy relationships are fostered in some families and not in others. 	<ul style="list-style-type: none"> ● How do families typically share common values; provide love and emotional support, and set boundaries and limits? ● How are healthy relationships fostered in some families and not in others?
<ul style="list-style-type: none"> ● That there are different physical, social, and emotional changes that occur at puberty and will be able to explain why puberty begins and ends at different ages. ● There are physical, social, and emotional changes that occur at puberty. ● Why puberty begins and ends at different ages. 	<ul style="list-style-type: none"> ● How do you differentiate the physical, social, and emotional changes occurring at puberty? ● Why puberty does begins and ends at different ages? ● How can you differentiate the physical, social, and emotional changes occurring at puberty? ● Why does puberty begin and end at different ages?

Knowledge and Skills	
Content	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The qualities that form healthy family relationships. ● Why qualities of a family may influence family members. ● How to identify characteristics of adolescent development. ● Why individuals going through puberty at a different time. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Describe the qualities (common values, love, and emotional support) that form healthy family relationships. (3) ● Identify the characteristics and traits (physical, social, emotional) of adolescent development. (3) ● Identify how the health of the mother directly affects the health of the fetus. (3) ● Describe the fundamental stages of fetal development during pregnancy. (4) ● Explain why puberty begins and ends at different times for each individual person. (4) ● Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. (4)
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● FAMILY life: Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members. <p>1). After a review of family dynamics, have students work individually on a short list of what “structure or guidelines” his/her family has in place (i.e. behavior, discipline,</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u3.pdf</p>

<p>chores/responsibilities around the home, “family time”, making group decisions, etc.).</p> <p>2). Ask students to choose ONE from their list and write about it as if they were telling a story about their family. The story must include: A) Characters B) Setting C) Plot D) Conflict E) Resolution (include how this affected others in the story)</p> <p>3). After the class has completed the activity ask for volunteers to share their stories.</p>	
<ul style="list-style-type: none"> ● Growing Up: Students will identify the characteristics and traits (physical, social, emotional) of adolescent development. <p>A) Teacher may use 2 hetero/homogeneous grouping within the class.</p> <p>B) Review characteristics of adolescent development: * physical: growth spurt, skeletal changes, gender differences * social: friendships/social interactions, gender differences in socialization patterns, allegiance to parents/teachers shifting to peers, handling social tasks without adult supervision * cognitive/social: higher level of reasoning, moral & ethical choices are possible and often guide behavior, language and verbalization skills increase = improved communication in school and home situations, sensitive to your emotions, self-conscious.</p> <p>C) Have each group trace one member’s “body” on large mural paper, cut out and tape to wall/board. One labeled “female” and the other labeled “male. Distribute class developed sentence strips and have members of</p>	<p>http://childparenting.about.com/od/physicalemotionalgrowth/a/9-Year-Old-Child-PhysicalDevelopment.htm</p> <p>http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html</p>

the groups discuss what changes they have learned will take	
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place physically, socially, and emotionally as they approach adolescence . D) Allow groups the time to secure the strips around the “body” that represents their group...male or female.	
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<ul style="list-style-type: none">● Healthy Baby: Students will identify how the health of a mother directly affects the health of a fetus. A) Review behaviors/factors that affect a person’s health (risk factors, environment, heredity). How do healthy and unhealthy behaviors affect one’s health? Have class compile a list writing each behavior/factor on a card. B) Teacher posts an enlarged illustration (see below) of a fetus in the womb on board. Review how a fetus grows and is nourished by the mother via the umbilical cord. C) Have students arrange “behavior/factor” cards around the illustration. Pose this question to the group: which of these do you think affect the health of the mother? Which of these do you think will ultimately affect the healthy development of the fetus? Risk factors that affect a fetus: * smoking * alcohol * caffeine * drugs/herbal remedies * nutrition * exercise *prenatal care * exposure to chemicals * stress/depression *	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u3.pdf
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<ul style="list-style-type: none"> ● Sometimes Sad, Sometimes Mad: Students will be able to discuss ways to deal with family changes (divorce, death, new baby, etc.) <p>Describe and role-play ways to express anger, frustration, sadness, and other strong emotions in a positive, safe manner.</p> <p>Identify stressors and describe how to manage or reduce them.</p>	<p>WOW! Health Education Teacher's Guide : Blue Level</p>
<p>Literature</p>	
<p><i>I Said No! A Kid-to-kid Guide to Keeping Private Parts Private Perfect</i> by Kimberly King</p>	

<p>WOW! Health Education Teacher's Guide-Blue Level by Bonnie K. Nygard, Tammy L. Green, Susan C. Koonce</p>	
<p>Websites</p>	
<ul style="list-style-type: none"> ● Lesson Plan Ideas 	<ul style="list-style-type: none"> ● www.PECentral.org ● www.PEUniverse.com ● www.supportrealteachers.org

<p>Evidence of Student Learning</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question and answer ● Peer Assessment ● Conference between student and teacher ● Student participation 	<ul style="list-style-type: none"> ● Rubric score ● Fitnessgram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Assessment on MyPlate.com ● Notebook Check with Teacher Created Rubric

	<p>Alternative Assessments</p> <ul style="list-style-type: none">● Teacher Observation Checklist● Student Performance Rubric● Untimed Writing Assessment● Stop & Jot Activities● Student Conversation Rubric● Written Response Sentence Starters provided with Writing Assessment● Exit Slips● Draw a Picture to Show Understanding with Verbal Explanation● Teacher Created/Modified Assessment
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Unit 4 : Community Health Skills**Duration: 6 Days****Accommodations & Modifications****English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

Basic Skills

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions

Economically Disadvantaged

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Standards

- 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.
- 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.
- 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.
- 2.2.4. B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 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.

2.2.4. D.1 Explain the impact of participation in different kinds of service projects on community wellness.

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.

Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.5.A.1- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

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

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. 	<ul style="list-style-type: none"> ● How health services and resources provided in the school and community can assist in addressing health needs and emergencies? ● Can you suggest resources a person can use when they are experiencing a health problem?
<ul style="list-style-type: none"> ● Service projects provide an opportunity to have a positive impact on the lives of self and others. 	<ul style="list-style-type: none"> ● Can you explain the impact of participation in different kinds of service projects on community wellness?
<ul style="list-style-type: none"> ● Personal core ethical values impact the behavior of oneself and others. ● Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, 	<ul style="list-style-type: none"> ● Explain how an individual's character develops over time and impacts personal health? ● Can you list the character traits?

<p>sportsmanship, support, disrespect, and violence.</p>	
<ul style="list-style-type: none"> • Many health-related situations require the application of a thoughtful decision-making process. 	<ul style="list-style-type: none"> • How do various outside influences affect thoughts, feelings, health decisions and behaviors?
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness? • How can you resolve disagreements peacefully?

<p align="center">Knowledge and Skills</p>	
<p>Content</p>	<p>Skills:</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems • Service projects provide an opportunity to have a positive impact on the lives of self and others. • Personal core ethical values impact the behavior of oneself and others. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify criteria on which you should analyze situations to determine when a health -related decision should be made independently or with the help of others. (3) • Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (3)

<ul style="list-style-type: none"> ● Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. ● Many health-related situations require the application of a thoughtful decision-making process. ● 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. 	<ul style="list-style-type: none"> ● Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social). (3) ● Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs. (3) ● Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. (4) ● Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. (4) ● Explain personal character traits that promote wellness and their importance in the local and world community. (4) ● Identify the impact that participating in different types of service projects may have on community wellness (environmental, social). (4)
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Check it off: Students will identify criteria by which they should analyze situations to determine when a health related decision should be made independently or with the help of others. <p>Students will be asked to create their own checklist that could be used to analyze health related decisions either</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf</p>

independently or with others. Students will need to describe different situations and how the criteria would assist them in making health-related decisions. These situations may range from a skinned knee from falling off their bicycle to assisting a friend who has hit their head and could possibly be unconscious. Students should demonstrate an understanding of proper decision making through their checklist.

Safety First: Students will identify effective interpersonal communication skills (verbal/nonverbal) in health and safety related situations.

Students will be given three health and safety scenarios from the teacher.

The first would deal with finding a fire in their home.

The second would deal with being caught in a rip current while swimming in the ocean while lifeguards are on duty.

The third would be how they would communicate they were choking while eating dinner in a restaurant. After the three scenarios are presented to the class they would be asked to answer the following reflection questions:

1. Explain how you would communicate to others that there was a fire in your house. What would be the first thing you would do?
2. How would you alert a lifeguard that you were caught in a rip current or struggling to get back to the beach?
3. Identify different ways you could alert someone that you were choking while eating dinner.

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf>

<p>Communicate! : Students will demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.</p> <ol style="list-style-type: none"> 1). Using paper/pencil to create a list, have small groups brainstorm situations that could make them angry. 2). Think about what your responses HAVE been in these type situations. 3). Individuals will now choose a situation from the list and using the skills of conflict resolution write about the alternative ways to deal with anger in a healthier way. 	<p>http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf</p> <p>http://www.helpguide.org/mental/eq8_conflict_resolution.htm</p>
<p>All For One, One For All: Students will display the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social).</p> <ol style="list-style-type: none"> 1). Have the class construct a list on the board of what existing issues might be addressed within OUR community that would benefit its “wellness”. 2). Have students work in small groups (3-4). Have them develop a project to address one of the issues on the list that our community faces. Name the project so that it attracts volunteers or name a specific group that might be able to participate, if any materials/resources are needed, a time frame for completion, and what overall impact this project will have on our community wellness. <p>WRAP UP: Discuss the value of each project on community wellness. Have the class decide which ones may be written and submitted to the school administrator for possible consideration as service learning projects for local high school students.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u4.pdf</p> <p>https://students.ucsd.edu/student-life/involvement/community/reasons.html</p>
Literature	
<i>What If a Stranger Approaches You?</i> By Anara Guard	

Relax & Unwind: KidsHealth.org/en/kids/center/relax-center.html

The Story on Stress: KidsHealth.org/en/kids/stress.html

Five Steps for Fighting Stress: KidsHealth.org/en/kids/5-steps.html

Websites

- Lesson Plan Ideas

- www.PECentral.org
- www.PEUniverse.com
- www.supportrealteachers.org

Evidence of Student Learning

Formative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Peer Assessment
- Conference between student and teacher
- Student participation

Summative Assessments

- Rubric score
 - Fitnessgram
- Benchmark Assessment**
- Assessment on MyPlate.com
 - Notebook Check with Teacher Created Rubric

Alternative Assessments

- Teacher Observation Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
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