

Beach Haven School District
Health Curriculum
Grade K-2

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
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

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:

2.5.6. A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationship in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6. A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6. B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.6. C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6. C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

2.6.6. A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6. A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

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"> Physical, social and mental dimensions of personal wellness interact with each other. Remember a balanced healthy lifestyle is the key to good total health. 	<ul style="list-style-type: none"> How do physical, social and mental dimensions of personal wellness interact? How do you balance your physical, mental/emotional, and social health through wellness, nutrition, and fitness?

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How health data can be used to assess and improve each dimension of personal wellness. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them. (5)

<ul style="list-style-type: none"> • How personal lifestyle habits, environment, and heredity influence growth and development in each life stage. • How to determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 	<ul style="list-style-type: none"> • Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. (5) • Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. (5) • Identify the personal, social, and environmental factors that impact fitness and personal health. (6) • Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. (6) • Using an assessment of one's personal fitness level, develop a physical activity program. (6) • Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. (6)
Instructional Plan	
Suggested Activities	Resources
Food Label Project: The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf

<p>nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p>	
<p>Collaborative Group Cultural Project: Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf</p>
<p>Disease Identification: Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class.</p>	<p>http://kidshealth.org/kid/index.jsp?tracking=K_Home</p>
<p>Healthy Recordings: Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. Students should log their daily intake at breakfast, lunch, dinner, and any other snacks they consume during the week. Students will also be asked to log their physical activity for the week. Students should log the type of activity, the frequency they did it, as well as for how long they participated in the activity. At the end of the week students will analyze their logs and set appropriate and achievable goals to improve these health and wellness practices. The goals should be monitored to evaluate if there is progress being made.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u1.pdf</p>

Literature

- *Make Good Choices: Your Guide to Making Healthy Decisions* by Heather E. Schwartz
- *American Medical Association Girl's Guide to Becoming a Teen*, by Kate Gruenwald Pfeiffer
- *American Medical Association Boy's Guide to Becoming a Teen*, by Kate Gruenwald Pfeiffer
- *Straight Talk The Truth About Food* by Stephanie Parls
- *What the Worlds Eats* by Faith D'Aluisio

Websites

Lesson Plan	www.pecentral.org
Kids.gov	https://kids.usa.gov/health-and-safety/health/index.shtml
PBS Kids	http://pbskids.org/games/healthy-habits/
Choose My Plate	https://www.choosemyplate.gov/kids
Kids Health	https://classroom.kidshealth.org/
Brain Pop Jr.	https://jr.brainpop.com/health/
Centers for Disease Control	https://www.cdc.gov/family/kidsites/index.htm
American Heart Association	http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/Healthy-Kids

Evidence of Student Learning

Formative Assessments

Summative Assessments

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

- Student participation
- Rubric score
- Student Growth Objective
- Verbal question and answer

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

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
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

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

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

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"> ● That healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively. ● What factors that influence food choices and eating patterns. ● The benefits and risks associated with nutritional choices are based on eating patterns. ● A daily balanced nutritional meal plan based on nutritional content, value, calories, and cost can be created. 	<ul style="list-style-type: none"> ● How does healthy eating provide energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively ● What factors influence food choices and eating patterns? ● What are the benefits and risks associated with nutritional choices, based on eating patterns? ● How would you create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost?

Knowledge and Skills	
Content	Skills:

Students will know...

- How do how most diseases and health conditions are preventable?
- What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents?
- What impact does public health strategies have in preventing diseases and health conditions?
- How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias)?

Students will be able to ...

- Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. (5)
- Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.(5)
- Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. (5)
- Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. (5)
- Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e. lay- up, aerobic routine, dance) (6)
- Compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility). (6)
- Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution. (6)

Instructional Plan

Suggested Activities

Resources

Assessment Activity: The importance of refusal skills and recognition of risky behaviors

<http://www.cdc.gov/healthyyouth/yrbs/brief.htm>

1. Place the six categories of risk behaviors identified by CDC on large raindrops.
2. Place the six criteria for the Responsible Decision Making Model on large construction strips.
3. Have two students in front of the class who state that they preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.
4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions. Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis 11
Displays little or no understanding of the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding through researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis
Researches and demonstrates understanding of researching the relationship between injected drug use and disease such as HIV/AIDS

and hepatitis and the health issues they cause 5. Have each

student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects & consequences) and protect themselves from the raindrops.

- Assessment Activity: Alcoholism/addiction definition and stages the student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.

PSA: Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers.

Each student will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (I.e. municipal laws regarding smoking on public beaches). Include at least two reasons to educate the public of why the policy or law may have an effect on the health of the smoker and the nonsmoker.

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf>

<p>Signs & Symptoms: Students will summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs and determine how they affect both short and long- term wellness. Each student is to develop a pamphlet that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs. The pamphlet</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</p>
<p>should include the signs and symptoms of abuse, and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.</p>	
<p>Debate: Have students form groups. Have groups research and develop arguments for each side of the following question. Should people addicted to drugs have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research-based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not)</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</p> <p>http://www.cdc.gov/injectionsafety/</p>

<p>Alcoholism/addiction definition and stages: The student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</p>
--	--

Literature

- *Smoking Stinks* by Thom Buttner
- *American Medical Association Girl's Guide to Becoming a Teen*, by Kate Gruenwald Pfeiffer

- *American Medical Association Boy's Guide to Becoming a Teen*, by Kate Gruenwald Pfeiffer
- *Teen Health, Tobacco, Alcohol, and Other Drugs* by McGraw-Hill Education
- *Alcohol & Tobacco (Downside of Drugs)* By Rosa Waters

Websites

Kids Health	http://kidshealth.org/en/teens/drug-alcohol/
National Institute for Drug Abuse	https://teens.drugabuse.gov/teachers/lessonplans#/questions
Kids.gov	https://kids.usa.gov/health-and-safety/health/index.shtml
PBS Kids	http://pbskids.org/games/healthy-habits/
Brain Pop Jr.	https://jr.brainpop.com/health/

Evidence of Student Learning

Formative Assessments

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

Summative Assessments

- Student participation
- Rubric score
- Student Growth Objective
- Verbal question and answer

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**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
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

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:

2.4.6. A.1 Compare and contrast how families may change over time.

2.4.6. A.2 Analyze the characteristics of healthy friendships and other relationships.

2.4.6. A.3 Examine the types of relationships adolescents may experience.

2.4.6. A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.

2.4.6. A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

2.4.6. B.1 Compare growth patterns of males and females during adolescence.

2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.

2.4.6. B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

2.4.6. B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

2.4.6. C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

2.4.6. C.2 Identify the signs and symptoms of pregnancy.

2.4.6. C.3 Identify prenatal practices that support a healthy pregnancy.

2.4.6. C.4 Predict challenges that may be faced by adolescent parents and their families.

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

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"> ● Most diseases and health conditions are preventable. ● Detecting and treating diseases and health conditions that are prevalent in adolescents. ● The impact of public health strategies in preventing diseases and health conditions. ● Common mental illnesses (such as depression, anxiety and panic disorders, and phobias) can be detected and are and treatable. 	<ul style="list-style-type: none"> ● How do how most diseases and health conditions are preventable? ● What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents? ● What impact does public health strategies have in preventing diseases and health conditions? ● How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias)?

Knowledge and Skills	
Content	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Most diseases and health conditions are preventable. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● <i>Distinguish types of relationships (family, friend, romantic) experienced by adolescents and</i>

- What steps they can take to prevent common diseases and health conditions.
- Public health strategies that are used to prevent diseases and health conditions.
- That common mental illnesses (such as depressions, anxiety and panic disorders, and phobias) can be detected and are treatable.
- There are different types of relationships that adolescent experience.
- How to determine if a relationship has healthy characteristics.
- The changes that a male and a female experience during puberty (physical, social, and emotional)
- Strategies that adolescents can use to resist pressure to become sexually active and remain abstinent.
- The signs of pregnancy.
- The process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.
- How to use critical thinking and decision making skills to participate in individual and collaborative activities.
- Cooperative strategies that they can use in a variety of activities and sports.
- That there are different factors that affect cooperative strategies in individual and team activities, such as positive mental attitudes, competent skill levels, and teamwork

- *determine healthy characteristics (trust, communication, honesty) that may influence each relationship. (5)*
- *Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. (5)*
- *Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. (5)*
- *Identify the signs of pregnancy. (5)*
- *Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. (5)*
- *Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities. (6)*
- *Describe and implement cooperative strategies in a variety of activities and sports. (6)*
- *Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.(6)*

Instructional Plan

Suggested Activities

Resources

Assessment Activity: Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships. Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships. Project: Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.

1. Students will create scenarios that may occur when dating.
2. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships.

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf>

Assessment Activity: Students will develop a “Bill of Rights” of a relationship, stating how someone should be treated in order to ensure the relationship is healthy, respectful, and is positive for the individual’s overall wellness. Students in small groups (3-4) will develop a “Bill of Rights” for a relationship. The teacher will ensure that the conversation is about healthy relationships and love, affection, and commitment by giving examples. The group will present the “Bill of Rights” to the class and classmates will evaluate how the group portrayed the importance of love, affection, and commitment compared to the teacher’s examples.

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h7u3.pdf>

<p>Students will reflect in a journal about how a healthy relationship (caring, honest, loving) can increase one’s wellness (physical, social, emotional). Project: Students will present the “Bill of Rights” and complete journal reflection.</p>	
<p>Relationships: Students will distinguish types of relationships (family, friend, and romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.</p> <p>As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:</p> <ol style="list-style-type: none"> 1. How many different types of relationships do you have in your life? 2. Identify which healthy characteristics you feel you exhibit in your relationships. 	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</p>
<p>Figuring It Out: Students will demonstrate the ability to identify strategies (i.e. refusal skills, other strategies) that adolescents may employ to resist pressure to become sexually active and remain abstinent. Each student will create their own strategy poster. The poster should contain a main strategy or phrase surrounded by other phrases that support the main strategy. For example, the main strategy may be a refusal skill like “Changing the Subject”. The surrounding phrases could be “Have you heard the new Jay Z CD” or “let’s go get a soda” or “what time is it? I think I need to get home”. Teachers will assess on the student's ability to identify different strategies that may be used in a refusal situation.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</p>

Literature

- *The Boy's Body Book: Fourth Edition* by Kelli Dunham
- *It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health* (The Family Library) by Robert Harris
- *American Medical Association Boy's Guide to Becoming a Teen* by Kate Gruenwald Pfeifer
- *American Medical Association Girl's Guide to Becoming a Teen* by Kate Gruenwald Pfeifer

Websites

Lesson Plan	www.pecentral.org
Kids.gov	https://kids.usa.gov/health-and-safety/health/index.shtml
PBS Kids	http://pbskids.org/games/healthy-habits/
Kids Health	https://classroom.kidshealth.org/
Brain Pop Jr.	https://jr.brainpop.com/health/

Evidence of Student Learning

Formative Assessments

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

Summative Assessments

- Student participation
- Rubric score
- Student Growth Objective
- Verbal question and answer

Benchmark Assessment

- 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
--	---

- 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 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
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

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

- 2.1.6. C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 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.
- 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.
- 2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6. A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.2.6. B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6. C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
 - 2.2.6. C.2 Predict situations that may challenge an individual's core ethical values.
 - 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities
- 2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6. D.2 Develop a position about a health issue in order to inform peers.
- 2.2.6. E.1 Determine the validity and reliability of different types of health resources.
- 2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

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"> ● Stress is caused by many factors will explain ways to deal with stressful situations. ● Personal assets and protective factors support healthy social and emotional development. ● Incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying can be resolved. 	<ul style="list-style-type: none"> ● What are the causes of stress and what are ways to deal with stressful situations? ● How do personal assets and protective factors support healthy social and emotional development? ● What recommendations can be made to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying?

Knowledge and Skills	
Content	Skills:

Students will know...

- How to summarize the various forms of abuse and ways to get help.
- How to summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- How to explain what to do if abuse is suspected or occurs.
- How to summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Students will be able to ...

- Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations) 5 (
- Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. 5
- Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others. 5
- *Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.* 6
- Identify and demonstrate the use of various shots / skills used during practice / game play. 6
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6
- Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) 6

Instructional Plan

Suggested Activities

- **Assessment Activity:** Students will identify different scenarios in which confrontation (violence, harassment, bullying) may occur amongst those with different values, beliefs, and cultural backgrounds and how empathy could be shown. The activity will allow them to be able to recognize and use the 6-steps in problem solving (see below) in order to facilitate communication to resolve conflict. Place students in groups and give each the following sentence strips:

1. Recognize the problem

2. Define the problem to all involved.

3. Determine possible solutions to the problem position in relation to a health related issue that affects the school community & ability to identify and develop a position in relation to a health related issue that affects the school community a position in relation to a health related issue that affects the school community comprehensive understanding through the identification and development of a position in relation to a health related issue that affects the school community Determine when health situations require support from adults or qualified health professionals

11 Displays little or no ability to determine when health situations require support from adults or qualified health

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf>

professionals Displays the ability to determine when health situations require support from adults or qualified health professionals Consistently displays the ability to determine when health situations require support from adults or qualified health professionals Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them 14 Displays little or no ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Displays the ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Consistently displays the ability to identify a variety of common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Describe what steps should be taken if self or other kinds of abuse are suspected 16 Displays little or no ability to describe what steps should be taken if self or other kinds of abuse are suspected Describes what steps should be taken if self or other kinds of abuse are suspected Consistently displays the ability to describe the various steps that should be taken if self or other kinds of abuse are suspected

4. Make a decision.

5. Implement the solution that is best for all.

6. Re-evaluate if necessary

<p>Teacher will provide students with a list of scenarios (language barriers, religious beliefs, cultural values) that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation. Each group should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process. Project: Each group of students will present their problem solving scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.</p> <ol style="list-style-type: none">1. Each group of students will develop a scenario that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation.2. Students will generate lists of strategies that they could implement in order to deal with the stated problem. They should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process.	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</p>
<p>Awareness: Students will identify common mental illnesses and develop a list of steps to take if abuse or self-harm is apparent. Assessment Activity: Students will identify</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</p>

<p>different mental illnesses (depression, anxiety, panic disorders) that they may have heard of or learned about in school. The teacher may need to add to the list to ensure it is all encompassing. The class will brainstorm how one can ask for help (i.e. trusted adults, community agencies etc.) Students will form small groups (3-4) and brainstorm lists of common mental illnesses and types of abuses caused by oneself or others. Each group will present their list to the class. The class should discuss the similarities and differences amongst the different lists. Teachers may add suggestions to complete the lists. Each student group will then develop a visual (poster, drawing, expressions etc.) of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected.</p>	
<p>Mental Health: Have each group develop a visual of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan of ensuring that one has a support system or a plan in place if they feel that their wellness is being impacted negatively.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</p>
<p>Communicate: Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures)</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u4.pdf</p>

interpersonal communication may impact the health of oneself or others we come into contact with.

Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following: 1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your classmates sketch or comic impact your health?

Literature

- *Under Pressure - Handling the Stressors of Keeping Up* - Earl Sari
- *Who are These People- Coping With Family Dynamics* - Michael Fallon
- *American Medical Association Boy's Guide to Becoming a Teen* by Kate Gruebwald Pfeifer
- *American Medical Association Girl's Guide to Becoming a Teen* by Kate Gruenwald Pfeifer

Websites

Lesson Plan	www.pecentral.org
Kids Health	www.kidshelath.org
Kids.gov Health Resources	https://kids.usa.gov/health-and-safety/health/index.shtml
Centers for Disease Control	https://www.cdc.gov/family/kidsites/index.html
PBS Kids	www.pbskids.org

Evidence of Student Learning

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question and answer ● Peer Assessment ● Conference between student and teacher 	<ul style="list-style-type: none"> ● Student participation ● Rubric score ● Student Growth Objective ● Verbal question and answer <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

- | | |
|--|---|
| | <ul style="list-style-type: none">● 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 |
|--|---|