

# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Health</b>	<b>Grade Level(s): Fourth Grade</b>
<b>BOE Adoption Date: October 19, 2015; October 2017</b>	<b>Revised date (s): September 2017</b>

## **ABSTRACT**

The grades 3-5 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

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## TABLE OF CONTENTS

<b>Mission Statement</b>	<b>Page 3</b>
<b>Curriculum and Instruction Goals</b>	<b>Page 3</b>
<b>Philosophy of Shared Curriculum Service with South Harrison Township Elementary</b>	<b>Page 3</b>
<b>How to Read this Document</b>	<b>Page 4</b>
<b>Terms to Know</b>	<b>Page 4</b>
<b>Curriculum Trimester Overview</b>	<b>Page 9-11</b>
<b>Pacing Guide(s)</b>	<b>Page 14,22,31</b>

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### **Mission Statement**

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### **Curriculum and Instruction Goals**

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with Kingsway Regional School District**

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally,

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classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

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4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
  5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
  6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
  7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
  8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs (New Jersey Student Learning Standards) are noted within each unit.
  9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
  10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
  11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLs (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
  12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

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- 13. Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
  - **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (NJ SLS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (NJ SLSO) and the National Governor's Association (NGA) in partnership with other national organizations.
- 15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

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<b><u>Grade 4 Standards Overview</u></b>		
<b>Domain</b>	<b>Strand</b>	<b>Repeated Standards</b>
<b>Personal Growth and Wellness</b>	NJ SLS 2.1.4.C.1, NJ SLS 2.1.4.C.2, NJ SLS 2.1.4.C.3, NJ SLS 2.1.4.B.1, NJ SLS 2.1.4.B.2, NJ SLS 2.1.4.B.3, NJ SLS 2.1.4.B.4, NJ SLS 2.1.4.A.1, NJ SLS 2.1.4.A.2, NJ SLS 2.6.4.A.1, NJ SLS 2.6.4.A.4	
<b>Alcohol, Tobacco and other Drugs</b>	NJ SLS 2.2.4.B.1, NJ SLS 2.2.4.B.2, NJ SLS 2.2.4.B.3, NJ SLS 2.3.4.A.2, NJ SLS 2.3.4.B.2, NJ SLS 2.3.4.B.4, NJ SLS 2.3.4.B.5, NJ SLS 2.3.4.B.3, NJ SLS 2.3.4.C.2, NJ SLS 2.3.4.C.3	
<b>Community Health Skills</b>	NJ SLS 2.2.4.B.1, NJ SLS 2.1.4.E.2, NJ SLS 2.2.4.A.2, NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.D.1, NJ SLS 2.2.4.E.2, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.4, NJ SLS 2.1.4.E.4	NJ SLS 2.2.4.B.1
<b>Family Life</b>	NJ SLS 2.4.4.A.1, NJ SLS 2.4.4.A.2, NJ SLS 2.4.4.B.1, NJ SLS 2.4.4.C.1, NJ SLS 2.4.4.C.2	

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Scope and Sequence Chart: Grade 4 Health		
Trimester	Strand	Resources (District approved)
Trimester 1	NJ SLS 2.1.4.C.1, SLS 2.1.4.C.2, NJ SLS 2.1.4.C.3, NJ SLS 2.1.4.B.1, NJ SLS 2.1.4.B.2, NJ SLS 2.1.4.B.3, NJ SLS 2.1.4.B.4, NJ SLS 2.1.4.A.1, NJ SLS 2.1.4.A.2, NJ SLS 2.6.4.A.1, NJ SLS 2.6.4.A.4	Model Curriculum 1
Trimester 2	NJ SLS 2.2.4.B.1, NJ SLS 2.2.4.B.2, NJ SLS 2.2.4.B.3, NJ SLS 2.3.4.A.2, NJ SLS 2.3.4.B.2, NJ SLS 2.3.4.B.4, NJ SLS 2.3.4.B.5, NJ SLS 2.3.4.B.3, NJ SLS 2.3.4.C.2, NJ SLS 2.3.4.C.3, NJ SLS 2.2.4.B.1, NJ SLS 2.1.4.E.2	Model Curriculum 2
Trimester 3	NJ SLS 2.2.4.A.2, NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.D.1, NJ SLS 2.2.4.E.2, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.4, NJ SLS 2.1.4.E.4 NJ SLS 2.4.4.A.1, NJ SLS 2.4.4.A.2 NJ SLS 2.4.4.B.1, NJ SLS 2.4.4.C.1, NJ SLS 2.4.4.C.2	Model Curriculum 3  Model Curriculum 4



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Trimester I
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<p><b>Domain: Personal Growth and Wellness</b></p>
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<p><b>Domain &amp; Strand</b> NJ SLS 2.1.4.C.1, 2.1.4.C.3, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4, 2.1.4.A.1, 2.1.4.A.2, 2.6.4.A.1, 2.6.4.A.4</p>
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<p><b>Standard: Standard Description</b></p>
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<p>NJ SLS 2.1.4.C.1 Explain how most diseases and health conditions are preventable.</p>
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<p>NJ SLS 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.</p>
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<p>NJ SLS 2.1.4.C.3 Explain how mental health impacts one's wellness.</p>
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<p>NJ SLS 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.</p>
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<p>NJ SLS 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p>
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<p>NJ SLS 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p>
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<p>NJ SLS 2.1.4.B.4 Interpret food product labels based on nutritional content</p>
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<p>NJ SLS 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>
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<p>NJ SLS 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>
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<p>NJ SLS 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p>
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<p>NJ SLS 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>
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## Trimester II

### Domain: Alcohol, Tobacco and other Drugs

**Domain & Strand** NJ SLS 2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.3.4.A.2, 2.3.4.B.2, 2.3.4.B.4, 2.3.4.B.5, 2.3.4.B.3, 2.3.4.C.2, 2.3.4.C.3

#### Standard: Standard Description

NJ SLS 2.2.4.B.1 Use the decision-making process when addressing health-related issues.

NJ SLS 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

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

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

NJ SLS 2.3.4.B.2 Compare the short and long-term physical effects of all types of tobacco use.

NJ SLS 2.3.4.B.4 Summarize the short-and long-term physical and behavioral effects of alcohol use and abuse.

NJ SLS 2.3.4.B.5 Identify the short-and long-term physical effects of inhaling certain substances.

NJ SLS 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

NJ SLS 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.

NJ SLS 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.

### Domain: Community Health Skills

**Domain & Strand:** NJ SLS 2.2.4.B.1, 2.1.4.E.2, 2.2.4.A.2, 2.2.4.C.1, 2.2.4.D.1, 2.2.4.E.2, 2.2.4.E.1, 2.1.4.D.4, 2.1.4.E.4

#### Standard: Standard Description

NJ SLS 2.2.4.B.1 Use the decision-making process when addressing health-related issues.

NJ SLS 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.

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### Trimester III

**Domain: Community Health Skills**

**Domain & Strand** NJ SLS 2.2.4.B.1, 2.1.4.E.2, 2.2.4.A.2, 2.2.4.C.1, 2.2.4.D.1, 2.2.4.E.2, 2.2.4.E.1, 2.1.4.D.4, 2.1.4.E.4

**Standard: Standard Description**

NJ SLS 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

NJ SLS 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

NJ SLS 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

NJ SLS 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.

NJ SLS 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

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

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

**Domain: Family Life**

**Domain & Strand** NJ SLS 2.4.4.B.1, 2.4.4.C.1, 2.4.4.C.2

**Standard: Standard Description**

NJ SLS 2.4.4.A.1 Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.

NJ SLS 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.

NJ SLS 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.

NJ SLS 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.

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

Trimester I		
<b>ESTABLISHED GOALS:</b>  <b>Domain: Personal Growth and Wellness</b> <b>Domain &amp; Strand:</b> NJ SLS 2.1.4.C.1, NJ SLS 2.1.4.C.3, NJ SLS 2.1.4.B.1, NJ SLS 2.1.4.B.2, NJ SLS 2.1.4.B.3, NJ SLS 2.1.4.B.4, NJ SLS 2.1.4.A.1, NJ SLS 2.1.4.A.2, NJ SLS 2.6.4.A.1, NJ SLS 2.6.4.A.4	Desired Results	
	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>• Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>• Making healthy eating choices is an important part of achieving and sustaining wellness.</li> <li>• Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health</li> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as</li> </ul>	<ul style="list-style-type: none"> <li>• How do personal health choices impact our own health as well as the health of others?</li> <li>• What are healthy ways of dealing with stress?</li> <li>• What are the main differences between the six classes of nutrients?</li> <li>• What can a nutrition label tell us about that food item and why is it important?</li> <li>• How is a balanced meal important?</li> <li>• How are most diseases and health conditions preventable?</li> <li>• How does the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?</li> <li>• What are some physical benefits to daily physical fitness?</li> <li>• What are the five components of</li> </ul>

	<p>heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.</p> <p><i>*List is not all inclusive</i></p>	<p>health-related fitness?</p> <p><i>*List is not all inclusive</i></p>
	<p><b>Learning Goals &amp; Objectives</b></p>	
	<p><b>Student will understand...</b></p> <ul style="list-style-type: none"> <li>• The relationship of personal health practices and behaviors on an individual's body systems.</li> <li>• The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.</li> <li>• How to differentiate between healthy and unhealthy eating patterns.</li> <li>• The types of information that can be found on product labels.</li> <li>• How most diseases and health conditions are preventable</li> <li>• How the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions</li> <li>• Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.</li> <li>• The importance of being active daily.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> <li>• List at least one example of how one person's health practices can affect the health of another person</li> <li>• Recognize the Choose My Plate Guide and recommended daily servings for healthy eating behaviors.</li> <li>• Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal</li> <li>• Explain the types of information that can be found on product labels.</li> <li>• Identify the six (6) classes of nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral and water).</li> <li>• Explain most diseases and health conditions are preventable</li> <li>• List examples of how the use of precautions, waste disposal, proper</li> </ul>

		food handling and storage, and environmental controls prevent diseases and health conditions <ul style="list-style-type: none"> <li>• Learners will be able to list physical benefits to daily physical fitness.</li> <li>• Learners will be able to list the five health-related components of fitness.</li> </ul>
	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<b>Unit 1</b> <b>NJ SLS 2.1.4.C.1, 2.1.4.C.2 &amp; 2.1.4.C.3</b> Explain how most diseases and health conditions are preventable.  Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.  Explain how mental health impacts one's wellness.  <b>NJ SLS 2.14.B.1, 2.1.4.B.2, 2.1.4.B.3, &amp; 2.1.4.B.4</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	<b>Unit 1</b> <b>SLO2: NJ SLS 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3</b> Identify public health strategies and determine their impact on preventing diseases and health conditions.          <b>SLO 5: NJ SLS 2.14.B.1, 2.1.4.B.2, 2.1.4.B.3, &amp; 2.1.4.B.4</b> Create a healthy meal by identifying and analyzing nutritional data.	<b>Unit 1</b> <b>NJ SLS 2.1.4.C.1, 2.1.4.C.2 &amp; 2.1.4.C.3</b> Students will be able to describe how to prevent disease.          <b>NJ SLS 2.14.B.1, 2.1.4.B.2, 2.1.4.B3, &amp; 2.1.4.B.4</b> Students will be able to describe what healthy foods are.

<p>Differentiate between healthy and unhealthy eating practices.</p> <p>Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>Interpret food product labels based on nutritional content</p> <p><b>NJ SLS 2.1.4.A.1, 2.1.4.A.2, 2.6.A.4.A.1 &amp; 2.6.4. A.4</b></p> <p>Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p>Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	<p><b>NJ SLS SLO 8: NJ NJ SLS 2.1.4.A.1, 2.1.4.A.2, 2.6.A.4.A.1 &amp; 2.6.4. A.4</b></p> <p>Analyze personal fitness levels to create and implement individualized wellness improvement plan.</p>	<p>Students will be able to describe healthy meals</p> <p>Students will be able to explain what food labels tell us.</p> <p><b>NJ SLS 2.1.4.A.1, 2.1.4.A.2, 2.6.A.4.A.1 &amp; 2.6.4. A.4</b></p> <p>Students will be able to explain the relationship between physical activity and health.</p> <p>Students will be able to explain the benefits of being active.</p> <p>Students will be able to explain the factors that affect health.</p>
Resources		
<p><b>Texts/Materials:</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a></li> <li>• <a href="http://www.inspiration.com/kidspiration">http://www.inspiration.com/kidspiration</a></li> </ul>		

- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>

**Video:**

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

**Books:**

- How to Teach Nutrition to Kids [Book] by Connie Liakos Evers
- Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller
- The Bernstein Bears and Too Much Junk Food by Stan Bernstein and Jan Bernstein

**Other Materials:**

Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

**Instructional Methods**

**Learning Activities**

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Have students create games such as concentration where students would match a personal health practice to possible effects on themselves and others
- Prepare a healthy snack or meal
- Create a healthy menu for breakfast, lunch, and dinner.
- Using menus from local fast-food chains and restaurants compare nutrition information available
- Create a class graph by food group using Kidspiration and using the Choose My Plate Guide
- Examine the school cafeteria menu for a week and organize it into a food group chart or graph



		<ul style="list-style-type: none"> <li>Create your own ideal school cafeteria menu based on Choose My Plate's daily food plan  <a href="http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png">http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png</a></li> <li>List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category, then create a/an individual/class/team graph on Kidspiration or using Microsoft Excel</li> </ul>	
<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21 Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Health Literacy</li> <li>Civic Literacy</li> <li>Financial, Economic, Business, &amp; Entrepreneurial Literacy</li> <li>Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Creativity &amp; Innovation</li> <li>Media Literacy</li> <li>*Information &amp; Communication</li> <li>Technologies Literacy</li> <li>Communication &amp; Collaboration</li> </ul>
<b>Assessments</b>			
<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessment</b>	<b>Major Activities/ Assignments (required):</b>
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

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Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> <li>• Shorten assignments</li> <li>• Increase the amount of item allowed to complete assignments and tests</li> <li>• Limit amount of work required or length of tests</li> </ul> <p>Hands-on-projects</p>	<ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> <li>• Avoid test questions asking for discrete information</li> <li>• Make a simplified language version of the test</li> </ul>	<ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> <li>• Record a lesson, instead of taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent project</li> <li>• Multilevel Learning Stations</li> <li>• Vertical enrichment</li> </ul>

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read class materials orally</li> <li>• Provide small group instruction</li> <li>• Provide study outlines/guides</li> <li>• Prior notice of tests</li> </ul> <p>Test study guide</p>	<ul style="list-style-type: none"> <li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li> <li>• KWL Charts using pictures or native language</li> </ul>	<ul style="list-style-type: none"> <li>• Give responses in a form (oral or written) that's easier for him</li> <li>• Dictate answers to a scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to take charge of their learning</li> <li>• Honor interests and allow for exploration</li> </ul>

Trimester II		
<b>ESTABLISHED GOALS:</b>  <b>Domain: Alcohol, Tobacco and other Drugs</b> <b>Domain &amp; Strand</b> NJ SLS 2.2.4.B.1, NJ SLS 2.2.4.B.2, NJ SLS 2.2.4.B.3, NJ SLS 2.3.4.A.2, NJ SLS 2.3.4.B.2, NJ SLS 2.3.4.B.4, NJ SLS 2.3.4.B.5, NJ SLS 2.3.4.B.3, NJ SLS 2.3.4.C.2, NJ SLS 2.3.4.C.3  <b>Domain: Community Health Skills</b> <b>Domain &amp; Strand</b> NJ SLS 2.2.4.B.1, NJ SLS 2.1.4.E.2, NJ SLS 2.2.4.A.2,	Desired Results	
	Students will be able to independently use their learning to...	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>Medicine must be used correctly in order to be safe and have the maximum benefit.</li> <li>Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ul> <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> <li>How can you express needs, wants, and feelings?</li> <li>What are the steps in the decision making process when making a decision?</li> <li>Why should you think before acting?</li> <li>Why is it illegal to use or possess certain drugs/substances?</li> <li>What are possible consequences for using or possessing certain drugs/substances?</li> <li>What is the difference between drug use, abuse, and misuse?</li> <li>How do advertising, peer pressure, and home environment influence children to experiment with alcohol, tobacco, and other drugs?</li> </ul> <p><i>*List is not all inclusive</i></p>

<b>Learning Goals &amp; Objectives</b>		
	<b><i>Student will understand...</i></b>	<b><i>Students will be able to...</i></b>
	<ul style="list-style-type: none"> <li>• A decision and decision making process are.</li> <li>• How to relate decision-making by self and others to one's health.</li> <li>• The difference between over-the-counter and prescription medicines.</li> <li>• Possible side effects of common types of medicines.</li> <li>• Why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• The short- and long-term physical effects of all types of tobacco use.</li> <li>• The short- and long- term physical effects of inhaling certain substances.</li> <li>• Signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• The difference between drug use, abuse, and misuse.</li> <li>• How advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs</li> <li>• How families typically share common values, provide love and emotional support, and set boundaries and limits.</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions based on the decision making process</li> <li>• Explain how some decisions affect their or other's health</li> <li>• Explain the difference between over-the-counter and prescription medicines.</li> <li>• List possible side effects of common types of medicines.</li> <li>• Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Identify the short- and long-term physical effects of all types of tobacco use.</li> <li>• Identify the short- and long- term physical effects of inhaling certain substances.</li> <li>• Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• Explain the difference between drug use, abuse, and misuse.</li> <li>• Explain how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs</li> </ul>

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	<ul style="list-style-type: none"> <li>• Why healthy relationships are fostered in some families and not in others</li> <li>• Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.</li> <li>• Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.</li> </ul> <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> <li>• Define the following: violence, harassment, gang violence, discrimination, and bullying</li> </ul> <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards Subject Area:	Learning Goals	Learning Objectives
Unit 2 <b>NJ SLS 2.2.4.B.1, 2.2.4.B.2 &amp; 2.2.4.B.3</b> Use the decision-making process when addressing health-related issues.  Differentiate between situations when a health-related decision should be made independently or with the help of others.  Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	<b>SLO 2: NJ SLS 2.2.4.B.1, 2.2.4.B.2 &amp; 2.2.4.B.3</b> Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.	<b>NJ SLS 2.2.4.B.1, 2.2.4.B.2 &amp; 2.2.4.B.3</b> Students will be able to describe factors that influences decision making.  Students will be able to explain healthy decisions.  Students will be able to determine when to make health decisions on my own.  Students will know when to seek help regarding health decisions.
<b>NJ SLS 2.3.4.A.2</b> Determine possible side effects of common types of medicines.	<b>SLO 5: NJ SLS 2.3.4.A.2</b> Identify the possible side effects that medicines may cause even when used appropriately.	<b>NJ SLS 2.3.4.A.2</b> Students will be able to describe side effects of common medications.
<b>NJ SLS 2.3.4.B.2, 2.3.4.B.4, &amp; 2.3.4.B.5</b> Compare the short- and long-term physical effects of all types of tobacco use.	<b>SLO 8: NJ SLS 2.3.4.B.2, 2.3.4.B.4, &amp; 2.3.4.B.5</b> 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.	<b>NJ SLS 2.3.4.B.2, 2.3.4.B.4, &amp; 2.3.4.B.5</b> Students will be able to describe tobacco abuse.  Students will be able to explain effects of tobacco use.

<p>Summarize the short-and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>Identify the short-and long-term physical effects of inhaling certain substances.</p> <p><b>NJ SLS 2.3.4.B.3</b> Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p><b>NJ SLS 2.3.4.C.2 &amp; 2.3.5.C.3</b> Differentiate between drug use, abuse, and misuse.</p> <p>Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p> <p><b>NJ SLS 2.2.4.B.1 &amp; 2.1.4.E.2</b> Use the decision-making process when addressing health-related issues.</p> <p>Distinguish among violence, harassment, gang violence, discrimination, and bullying and</p>	<p><b>SLO 9: NJ SLS 2.3.4.B.3</b> Describe situations or environments where second hand smoke could impact the health of nonsmokers.</p> <p><b>SLO 13: NJ SLS 2.3.4.C.2 &amp; 2.3.5.C.3</b> Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences.</p> <p><b>SLO 2: NJ SLS 2.2.4.B.1 &amp; 2.1.4.E.2</b> Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.</p>	<p>Effects inhalants have.</p> <p><b>NJ SLS 2.3.4.B.3</b> Students will be able to explain what second hand smoke is.</p> <p>Students will be able to explain the effects second hand smoke has on others.</p> <p><b>NJ SLS 2.3.4.C.2 &amp; 2.3.5.C.3</b> Students will be able to explain what drug abuse is</p> <p>Students will be able to explain when drugs should be used.</p> <p>Students will be able to explain what a drug is.</p> <p><b>NJ SLS 2.2.4.B.1 &amp; 2.1.4.E.2</b> Students will be able to explain what decision making is.</p> <p>Students will be able to explain different types of violence?</p>
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<p>demonstrate strategies to prevent and resolve these types of conflicts.</p> <p><b>NJ SLS 2.2.4.A.2</b> Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p><b>SLO 4: NJ SLS 2.2.4.A.2</b> Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others.</p>	<p><b>NJ SLS 2.2.4.A.2</b> Students will be able to handle conflict.</p>
<p style="text-align: center;"><b>Resources</b></p>		
<p><b>Texts/Materials:</b></p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.drpboddy.com/drugs.html">http://www.drpboddy.com/drugs.html</a></li> <li>• <a href="http://www.dare.com/home/default.asp">http://www.dare.com/home/default.asp</a></li> <li>• <a href="http://facs.pppst.com/drugs.html">http://facs.pppst.com/drugs.html</a></li> <li>• <a href="http://free.ed.gov/subjects.cfm?subject_id=61&amp;res_feature_request=1">http://free.ed.gov/subjects.cfm?subject_id=61&amp;res_feature_request=1</a></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh</li> <li>• Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe</li> <li>• My Dad Loves Me, My Dad has a Disease by Claudia Black</li> </ul> <p><b>Other Materials:</b> Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above</p> <p><b>Major Assignments (required):</b></p> <p><b>Major Activities (required):</b></p>		



Instructional Methods			
<b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))		<ul style="list-style-type: none"> <li>• Role play</li> <li>• Create a T-chart explaining the difference between over-the-counter and prescription medicines.</li> <li>• Create brochures with different common medicines and their possible side effects</li> <li>• Create a poster, cartoon, or another visual illustrating some short- and long-term physical effects of all types of tobacco use.</li> <li>• Create/perform a video or skit showing the short- and long- term physical effects of inhaling certain substances.</li> <li>• Discuss how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs, then analyze different video and print media that do so.</li> <li>• Compose a song or rap “Saying no to drugs”</li> </ul>	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 <sup>st</sup> Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Health Literacy</li> <li>• Civic Literacy</li> <li>• Financial, Economic, Business, &amp; Entrepreneurial Literacy</li> <li>• Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Media Literacy</li> <li>• *Information &amp; Communication</li> <li>• Technologies Literacy</li> <li>• Communication &amp; Collaboration</li> </ul>

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Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories Create informational poster	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Students	Gifted & Talented Students
<ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> <li>• Shorten assignments</li> <li>• Increase the amount of item allowed to complete assignments and tests</li> <li>• Limit amount of work required or length of tests</li> </ul> Hands-on-projects	<ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> <li>• Avoid test questions asking for discrete information</li> <li>• Make a simplified language version of the test</li> </ul>	<ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> <li>• Record a lesson, instead of taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent project</li> <li>• Multilevel Learning Stations</li> <li>• Vertical enrichment</li> </ul>

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Possible Instructional Modifications /Accommodations:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>Test study guide</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that’s easier for him</li><li>• Dictate answers to a scribe</li></ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>

Trimester III		
<b>ESTABLISHED GOALS:</b>  <b>Domain: Community Health Skills</b> <b>Domain &amp; Strand</b> NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.D.1, NJ SLS 2.2.4.E.2, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.4, NJ SLS 2.1.4.E.4  <b>Domain: Family Life</b> <b>Domain &amp; Strand</b> NJ SLS 2.4.4.A.1, 2.4.4.A.2 NJ SLS 2.4.4.B.1, NJ SLS 2.4.4.C.1, 2.4.4.C.2	Desired Results	
	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.</li> <li>Being consistently aware of the environment and taking safety precautions can reduce the risk of</li> </ul>	<ul style="list-style-type: none"> <li>What are the steps in the decision making process when making a decision?</li> <li>How does the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?</li> <li>Why is it important to develop a personal health goal and track progress?</li> <li>How would you seek help when experiencing a health problem?</li> <li>What is the impact of participation in different kinds of service projects on community wellness?</li> <li>How do families and individuals address basic human needs?</li> <li>What causes stress? How can we deal with stress?</li> <li>What do you do when someone was poisoned? How can we help avoid accidental poisoning?</li> </ul>

	<p>injury to oneself and others.</p> <ul style="list-style-type: none"> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> <li>• Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> </ul> <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> <li>• How do families typically share common values, provide love and emotional support, and set boundaries and limits?</li> <li>• Why are healthy relationships fostered in some families and not in others?</li> <li>• What are the physical, social, and emotional changes occurring at puberty and why does puberty begin and end at different ages?</li> <li>• How does the health of the birth mother relate to the development of a healthy fetus?</li> </ul> <p><i>*List is not all inclusive</i></p>
	<p><b>Learning Goals &amp; Objectives</b></p>	
	<p><b>Student will understand...</b></p> <ul style="list-style-type: none"> <li>• How to relate decision-making by self and others to one's health.</li> <li>• The impact of participation in different kinds of service projects on community wellness.</li> <li>• How the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions</li> <li>• How to seek help when experiencing a health problem</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Make decisions based on the decision making process</li> <li>• Explain how some decisions affect their or other's health</li> <li>• Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>• List examples of how the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent</li> </ul>

	<ul style="list-style-type: none"> <li>• How families and individuals address basic human needs</li> <li>• The definition of violence, harassment, gang violence, discrimination, and bullying</li> <li>• How to identify what makes you stressed, how to realize you're getting stressed before it's too late, and ways of coping with it will make you less likely to get stressed out.</li> <li>• Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.</li> <li>• The characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community</li> <li>• The physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• To relate the health of the birth mother to the development of a healthy fetus.</li> <li>• The process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</li> </ul> <p><b><i>*List is not all inclusive</i></b></p>	<p>diseases and health conditions</p> <ul style="list-style-type: none"> <li>• Explain how to seek help when experiencing a health problem</li> <li>• Identify how families and individuals address basic human needs</li> <li>• Identify common stressors</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Define violence, harassment, gang violence, discrimination, and bullying</li> <li>• Recognize, identify and alert adults to potentially harmful conditions/situations.</li> <li>• Model how to take care of someone who is choking, being poisoned, burning, bleeding and other common injuries.</li> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Explain why healthy relationships are fostered in some families and not in others.</li> <li>• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• Relate the health of the birth mother to the development of a healthy fetus.</li> <li>• Explain the process of fertilization and</li> </ul>
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		<p>how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS 2.2.4.C.1</b> Determine how an individual's character develops over time and impacts personal health.</p>	<p><b>SLO 7: NJ SLS 2.2.4.C.1</b> Explain personal character traits that promote wellness and their importance in the local and world community.</p>	<p><b>NJ SLS 2.2.4.C.1</b> Students will be able to explain what character is. Students will be able to explain how character impacts personal health.</p>
<p><b>NJ SLS 2.2.4.D.1</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.</p>	<p><b>SLO 9: NJ SLS 2.2.4.D.1</b> Identify the impact that participating in different types of service projects may have on community wellness (environmental, social).</p>	<p><b>NJ SLS 2.2.4.D.1</b> Students will be able to explain what service projects are.  Students will be able to explain how participating in service projects impact all involved.</p>
<p><b>NJ SLS 2.2.4.E.2</b> Explain when and how to seek help when experiencing a health problem.</p>	<p><b>SLO 12: NJ SLS 2.2.4.E.2</b> Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.</p>	<p><b>NJ SLS 2.2.4.E.2</b> Students will be able to explain who to seek help from when having health problems.</p>

<p><b>NJ SLS 2.2.4.E.1 &amp; 2.1.4.D.4</b></p> <p>Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p>Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p> <p><b>NJ SLS 2.1.4.E.4</b></p> <p>Summarize the causes of stress and explain ways to deal with stressful situations.</p> <p><b>NJ SLS 2.4.4.A.1 &amp; 2.4.4.A.2</b></p> <p>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>Explain why healthy relationships are fostered in some families and not in others.</p>	<p><b>SLO 15: NJ SLS 2.2.4.E.1 &amp; 2.1.4.D.4</b></p> <p>Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.</p> <p><b>SLO 18: NJ SLS 2.1.4.E.4</b></p> <p>Identify what causes stress and describe strategies to deal with stressful situations.</p> <p><b>SLO 2: NJ SLS 2.4.4.A.1 &amp; 2.4.4.A.2</b></p> <p>Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members.</p>	<p><b>NJ SLS 2.2.4.E.1 &amp; 2.1.4.D.4</b></p> <p>Students will be able to explain what health services can be used at school and Community.</p> <p>Students will be able to explain who to call in case of an emergency.</p> <p>Students will be able to describe basic first aid procedures.</p> <p><b>NJ SLS 2.1.4.E.4</b></p> <p>Students will be able to explain what stress is.</p> <p>Students will be able to explain what causes stress.</p> <p><b>NJ SLS 2.4.4.A.1 &amp; 2.4.4.A.2</b></p> <p>Students will be able to explain what a healthy relationship is.</p> <p>Students will be able to explain how a family supports me.</p>
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<p><b>NJ SLS 2.4.4.B.1</b> Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p><b>NJ SLS 2.4.4.C.1 &amp; 2.4.4.C.2</b> Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>Relate the health of the birth mother to the development of a healthy fetus</p>	<p><b>SLO 5: NJ SLS 2.4.4.B.1</b> Explain why puberty begins and ends at different times for each individual person.</p> <p><b>SLO 9: NJ SLS 2.4.4.C.1 &amp; 2.4.4.C.2</b> Describe the fundamental stages of fetal development during pregnancy.</p>	<p><b>NJ SLS 2.4.4.B.1</b> Students will be able to explain what puberty is. Explain why it starts at different ages for different people.</p> <p><b>NJ SLS 2.4.4.C.1 &amp; 2.4.4.C.2</b> Students will be able to explain how eggs are fertilized.</p> <p>Students will be able to explain how this creates a fetus.</p> <p>Students will be able to explain how health affects a pregnant woman and her baby.</p>
<p style="text-align: center;"><b>Resources</b></p>		
<p><b>Texts/Materials:</b></p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www2.scholastic.com/browse/article.jsp?id=3121">http://www2.scholastic.com/browse/article.jsp?id=3121</a> (resources for teachers)</li> <li>• <a href="http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre">http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre</a> overview</li> <li>• <a href="http://webtech.kennesaw.edu/jcheek3/chared.htm">http://webtech.kennesaw.edu/jcheek3/chared.htm</a></li> <li>• <a href="http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf">http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf</a></li> <li>• <a href="http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf">http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf</a></li> <li>• <a href="http://www.pacerkidsagainstbullying.org/">http://www.pacerkidsagainstbullying.org/</a></li> <li>• <a href="http://facs.pppst.com/bullying.html">http://facs.pppst.com/bullying.html</a></li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Always Changing</li> </ul>		

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**Books:**

- Around the World Series” by Ann Morris
- How Full Is Your Bucket? For Kids ~ Tom Rath
- Have You Filled a Bucket Today? ~ Carol McCloud
- Be Happy!: A Little Book for a Happy You ~ Monica Sheehan
- Monster Manners by Bethany Roberts

**Major Activities (required):**

Instructional Methods	
<b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"><li>• Brainstorm safe and unsafe ways to show affection and caring. Create a T-chart demonstrating these ways.</li><li>• Engage in a class discussion followed by watching the video, <i>Always Changing</i>. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty. –Nurse</li><li>• Visit a nursing home giving each of the patients” Thinking of You” card. After the class field trip, record in their health journal how they felt they made a positive impact.</li><li>• Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. For example: feeding the hungry - collect canned goods and distribute to soup kitchens</li><li>• Roe play</li><li>• Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship))</li><li>• Class read aloud</li><li>• Role play various situations</li><li>• Charades</li><li>• Class garden/pet</li></ul>

		<ul style="list-style-type: none"> <li>• Group Storytelling</li> <li>• Deep Breathing</li> <li>• Moving Meditation</li> <li>• Visual Imagery</li> <li>• Paper Mosaics</li> <li>• Journaling</li> <li>• Create play/presentation video telling other students what to do in unsafe situations</li> <li>• Model how to take care of a someone choking/being poisoned</li> </ul>	
<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21 Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Health Literacy</li> <li>• Civic Literacy</li> <li>• Financial, Economic, Business, &amp; Entrepreneurial Literacy</li> <li>• Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Media Literacy</li> <li>• *Information &amp; Communication</li> <li>• Technologies Literacy</li> <li>• Communication &amp; Collaboration</li> </ul>
<b>Assessments</b>			
<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessment</b>	<b>Major Activities/ Assignments (required):</b>
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

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Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"><li>• Modify assignments as needed (e.g., vary length, limit items)</li><li>• Shorten assignments</li><li>• Increase the amount of item allowed to complete assignments and tests</li><li>• Limit amount of work required or length of tests</li></ul> Hands-on-projects	<ul style="list-style-type: none"><li>• Provide word banks</li><li>• Test key concepts or main ideas</li><li>• Avoid test questions asking for discrete information</li><li>• Make a simplified language version of the test</li></ul>	<ul style="list-style-type: none"><li>• Have a designated reader</li><li>• Hear instructions orally</li><li>• Record a lesson, instead of taking notes</li></ul>	<ul style="list-style-type: none"><li>• Provide independent project</li><li>• Multilevel Learning Stations</li><li>• Vertical enrichment</li></ul>

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li></ul> Test study guide	<ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that's easier for him</li><li>• Dictate answers to a scribe</li></ul>	<ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>

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