



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 4

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

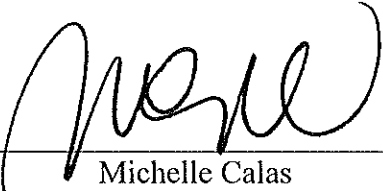
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health **Grade Level:** 4 **Unit Title:** Dimensions of Wellness

Unit Summary: Students will be introduced to the dimensions of wellness and how their interactions affect each other.

Primary Interdisciplinary Connections: Guidance

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will help students to understand the different factors that contribute to the development of their physical, social, emotional, and mental lives. After forming a foundation based on the understanding of how important wellness is, students will be able to connect their knowledge of fitness and health to other subject areas and the impact these have on their daily lives.

Emotional and Social Learning Self Awareness

Learning Targets

Standards: 2.1 Personal and Mental Health
 12.1 SEL Self Awareness

Content Statements:	
Personal Growth and Development	2.1 PGD Health is influenced by the interaction of body systems.
Emotional Health	2.1 EH Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events
Social and Sexual Health	2.1 SSH People in healthy relationships share thoughts and feelings, as well as mutual respect.
Social/Emotional Learning:	12.1 Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
2.1.5 EH.1	



2.1.5.SSH.6	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy situations. Describe the characteristics of healthy vs unhealthy relationships among friends and with family members
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
Unit Essential Questions: - How and where can health resources be located? - What influences an individual's behaviors and decisions? - What are the dimensions of health and what does an individual need to be healthy?	
Unit Enduring Understandings: - Personal choices impact current and long term outcomes on individuals, family and society. - Mental and emotional health affects a person's physical health and overall well being	
Unit Learning Targets: Students will.... Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	

Evidence of Learning

Summative Assessment: test, quizzes
Equipment Needed: None
Teacher Resources: Harcourt Books
Formative Assessments: - Homework - Class Participation - Student responses to summary and review questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Health Literacy	1 class period
Lesson 2 What is Wellness	1 class period
Lesson 3 Wellness in my life	1 class period
Teacher Notes: Instruction may be modified/differentiated to meet the needs of all students. Lessons may be altered based on student mastery	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Kidshealth.org Brainpop.com	



Lesson Plan 1 Template

Content Area: Health Lesson Title: Health Literacy Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance, Library

Integration of Technology: kidshealth.org website

Equipment Needed: 1 laptop per student

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what it means to be health literate. - Identify resources that are trusted and accurate for health information.	Lesson Sequence - Health literacy Powerpoint and discussion of wellness areas (physical, social, mental, emotional) and how it is important to have good information and resources for wellness information. - In 4 small groups, students discuss where they would go for help or information in each category. - Discuss with students information needs to be up to date, accurate journals and “experts”, reliable and use brainpop.com as example and kidshealth.org project website and show experts, journals and up to date information. 1 paper per student and webquest on kidshealth.org - students complete worksheets and hand in or complete for homework.	Student responses on collected worksheets/home work
Differentiation: Students may complete extra questions on the worksheet if trying to achieve a 4.		
Resources Provided: - Worksheets - laptops		



Lesson Plan 2 Template

Content Area: Health Lesson Title: What is Wellness Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: None

Equipment Needed: Poster board to record ideas, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the dimensions of wellness and impact of each area on their health/wellness. - Explain/identify similarities in the different areas.	Lesson Sequence - Ask students to talk about what “health” means to them, and by contrast what “wellness” means to them. Have students discuss what relationship exists between health and wellness. Introduce students to the Dimensions of Wellness (Social, Physical, Mental, Emotional) and how it affects themselves. - Review of wellness areas and interaction of each on health. - Break students into 4 small groups, and give each group a marker. Have each group take a station before one of the 4 dimensions, and instruct them to consider what behaviors,	- Student responses to wrap up questions on the interrelationships of each area - Student participation in wrap up questions and discussion



	characteristics and elements are a part of their assigned dimension. No more than 4-5 minutes before rotation. • Have students walk around the room following the last dimension to see how each dimension turned out. Follow up with a large group discussion about how the individual dimensions had similar characteristics and overlap. Conclude by asking them to arrive at their own functional definitions of health and wellness.	
Differentiation: Students may stay at one area		
Resources Provided: • Poster board • Markers		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Wellness in my life Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance, English

Integration of Technology: Laptops - students bring flash drives

Equipment Needed: Pencils/Papers, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain the physical dimensions of personal wellness and how family/friends help them achieve health.	Lesson Sequence - Set up previous lessons posters on the areas of wellness and review areas. - Explain that students will write in paragraph form how wellness is achieved in their life and how friends/family help them in each area. Minimum of 3 ways in each area and if going for a 4 -4 responses in each area. Collect papers if not finished, students will complete for homework. Students may create powerpoint if they choose to present the information.	Student responses on how mmm family/friends help in each area of wellness
Differentiation: May create a Powerpoint at home instead of writing.		
Resources Provided: - Laptops - Pencils, Papers		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Dimensions of Wellness
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 4 **Unit Title:** Body Systems

Unit Summary: Students will be introduced in this unit to how to maintain the health of the nervous, circulatory and respiratory systems and the parts that make them up. Students will see the effects that their everyday activities (dimensions of wellness) have on their body systems.

Primary Interdisciplinary Connections: Science

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: As students get older they need to understand the effects of their activities on their body systems. In understanding this they need to know the parts and functions of various systems of the body.

Learning Targets

IStandards 2.1 Personal and Mental Health
: 12.1 SEL Self Awareness

Content Statements:

Personal Growth and Development

2.1 PGD Health is influenced by the interaction of body systems.

Social/Emotional Learning

12.1 Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
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2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
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SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
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Unit Essential Questions:

- How do the major organs and systems of the human body keep us alive?
- How does our lifestyle impact our body systems and organs?
- How can we make choices to promote a healthy body?
- Why is each of the systems of the body important?

Unit Enduring Understandings:

- Systems of the body influence and impact each other.
- Each body part has a correct name and specific function.



- Each body system works independently but relies on other systems to optimize body function.

Unit Learning Targets:

Students will describe parts function and how to maintain the health of nervous, circulatory and respiratory systems. Students will determine the relationship of personal health practices and behaviors on an individual's body systems. Students will identify healthy practices to maintain body system health and the effects the areas of wellness have on body systems.

Evidence of Learning

Summative Assessment: Body systems packet quiz

Equipment Needed: All resources provided

Teacher Resources: Laptop, Text Books

Formative Assessments:

- Homework
- Teacher observation
- Peer discussion
- Class participation

Lesson Plans

Lesson	Time Frame
Lesson 1 Nervous System	1 class period
Lesson 2 Respiratory System	1 class period
Lesson 3 Circulatory System	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Brainpop.com

Edpuzzle.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Nervous System Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Kidshealth.org, Brainpop.com, Edpuzzle.com

Equipment Needed: Worksheets, projector, text books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the parts and functions of the nervous system. - Explain and identify how to maintain the health of the nervous system.	Lesson Sequence - Introduction of nervous system using kidshealth.org Chole/Nurb nervous system video how to take care of the nervous system and its parts. - Harcourt textbook per child nervous system pg 12-14. - In partners take turns reading 12/13 - page 12 discuss section activity with a partner and critical thinking questions posed to students. - Edpuzzle.com Schoolhouse rocks nervous system video - Textbook page 14 read aloud and discuss. - Kidshealth.org nervous system quiz each student has a dry erase folder and marker. Record answers in the folder. Display response when prompted. Discuss group responses after the quiz.	Responses to kidshealth.org nervous system quiz
Differentiation: Student choice going for a 4 for marking period - Trace diagram on page 13 and list the functions of the parts. - All boldface and italic terms in the lesson make a map to show relationships with the brain and other parts of the nervous system. - Investigate the role of sleep and summarize findings in a 3 paragraph response.		
Resources Provided: Textbooks		



- Dry erase folders/markers
- Option sheets for differentiation

Lesson Plan 2 Template

Content Area: Health Lesson Title: Respiratory System Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Kidshealth.org, Brainpop.com, Edpuzzle.com

Equipment Needed: Dry erase folder, projector, text books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify parts and functions of the respiratory system. • Describe healthful behaviors to take care of the respiratory system.	Lesson Sequence • Introduction of respiratory system using kidshealth.org Chole/Nurb respiratory system video on how to take care of the nervous system and its parts. • Harcourt textbook per child respiratory system pg. 20-21. Teacher leads discussion section, problem solving pg. 21 • Kidshealth.org classic video respiration • Kidshealth.org respiratory system quiz each student has a dry erase folder and marker. Record responses in the folder. Discuss responses after quiz and show edpuzzle.com respiratory system song.	• Responses to kidshealth.org respiratory system quiz
Differentiation: identify through kidshealth.org the effects of choking on respiratory system - going for a 4 for marking period.		
Resources Provided: • Textbooks • Dry erase folders/markers • Option sheet for differentiation		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Circulatory System Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Web resources

Equipment Needed: Dry erase folder, projector, text books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify parts and functions of the circulatory system. - Describe behaviors to take care of the circulatory system.	Lesson Sequence - Brainpop.com circulatory system video - folder per person. - Textbook pg. 22 stress vocabulary - system project on board stress and go over 4 chambers of the heart. - Pg. 23 students read and discuss section with partner - kidshealth.org circulatory system Chloe and Nurb video - Kidshealth.org quiz on video students with dry erase ABCD raise answers	Student responses to Kidshealth.org video quiz
Differentiation: Students random pairings		
Resources Provided: - Textbooks - Dry erase folders/markers		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Body Systems
Created: Steven Griffiths, Lindsey Stearns	Board Approved on:	



Unit Overview Template

Content Area:	Health	Grade Level:	4	Unit Title:	Nutrition
Unit Summary: A healthy diet is needed for growth, energy, and good health. A variety of foods is needed to get the nutritional daily values.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will acquire knowledge and skills that will enable them to make choices that lead to a nutritious diet and improved health.					

Learning Targets

Standards:	2.1 Personal and Mental Health 2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills 8.1 Computer Science and Design Thinking
Content Statements:	
Nutrition	2.2 N: Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
Personal Growth and Development	2.1 PGD Health is influenced by the interaction of body systems.
Career Readiness	9.4 CT The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
Data and Analysis	8.1 DA Data can be organized, displayed, and presented to highlight relationships.
CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5 N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5 N.3	Differentiate between healthy and unhealthy eating habits.
2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).



9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Essential Questions:

- What role does the family, peers, and the media have on food choices?
- How are food choices influenced by culture and tradition?
- Why is nutrition an important topic to learn and discuss?

Unit Enduring Understandings:

- Food choices and eating patterns can impact health.
- There are many factors that influence food choices.
- Making healthy eating choices is an important part of personal wellness

Unit Learning Targets:

Students will....

- Explain how eating a balanced diet helps to maintain wellness.
- Students will be able to explain the difference between healthy and unhealthy eating practice.
- Students will create a healthy meal based on nutritional content, value, calories, and cost.

Evidence of Learning

Summative Assessment: Student project - menu student created

Equipment Needed: laptops, textbooks

Teacher Resources: Harcourt textbooks, internet, projector

Formative Assessments:

- Homework
- Teacher observation
- Peer discussion
- Class participation

Lesson Plans

Lesson	Time Frame
Lesson 1 Every Now and Then	1 class period
Lesson 2 Interpreting Food Labels	1 class period
Lesson 3 MyPlate and the Nutrients	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Choosemyplate.gov



Learntobehealthy.org
 Brainpop.com
 Edpuzzle.com

Lesson Plan 1 Template

Content Area: Health Lesson Title: Every Now and Then Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Internet based videos Edpuzzle/kidshealth.org

Equipment Needed: Laptops, projector, dry erase folders/markers, hw packets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain differences between healthy/unhealthy foods with a focus on sugar/salt. - Explain the relationship between diet and disease.	Lesson Sequence - Packet/pencil per child - On projector kidshealth.org article Go, Slow and Whoa foods - read aloud and discuss what are choices students make in each - table discussion. - Table groups on laptop Edpuzzle watch Fruits and Veggies for Kids/Vegetable and Fruit Song/Eat Your Rainbow by Katie Marshal -5 questions on dry erase folder respond as a group. - Time to get moving article kidshealth.org project on board and go over key elements. Table group watch What If You Only Drank Soda? by Brian West on Edpuzzle - respond to 5 questions using a dry erase folder as a group.	- Homework video articles review packet - Student responses on Dry Erase folders



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- Show Salt in Your Diet by Huy Nguyen on edpuzzle fill out responses on dry erase.
- Get moving articles in a packet read as a group.
- Homework 4 short article packet to reinforce topics - Important to understand as the topics are the basis for nutrition.

Differentiation:

Students may choose to write a paragraph on Salt in diet, Soda or 5 colors of fruits and vegetables instead of HW articles. 6-7 sentences explaining the importance of monitoring each.

Resources Provided:

- Folders/pens
- Laptops
- Packets



Lesson Plan 2 Template

Content Area: Health Lesson Title: Interpreting Food Labels Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Laptops

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Interpret food product labels and compare nutrition facts to see if they are high or low on specific nutrients.	Lesson Sequence - Table groups on laptop Edpuzzle - The Food Label and You video 28 minutes - stress importance of 5-20 rule. Teacher will circulate and monitor groups - respond to questions.. - Homework: pick snacks at home record label and respond if high or low using 5-20 rules.	- Homework on food label pick a snack at home - Responses to Edpuzzle questions
Differentiation: Choose to interpret labels for a full meal - going for a 4 for marking period		
Resources Provided: Laptops, HW papers		



Lesson Plan 3 Template

Content Area: Health Lesson Title: MyPlate and the Nutrients Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Laptops

Equipment Needed: Laptop per child

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain each of the nutrients and how they benefit the body. - Explain how a knowledge of nutrients can help in a healthy diet.	Lesson Sequence - Review from grade 3 what do students remember about nutrients? List on board and discuss. - Explain nutrients and at table students watch Nutrients - What Are Nutrients - What Are Nutrient Dense Foods? on Edpuzzle and respond to questions. - Based on the video, what are the questions that students have? - Brainpop.com Nutrition video and take a review test. - MyPlate Nutrition Guide on Edpuzzle and respond to questions. - Wrap up questions on nutrients and how this would assist in healthy eating practices - class discussion.	- Edpuzzle responses - Brainpop responses - Student responses to discussion questions
Differentiation: Brainpop.com complete the sortify activity instead of MyPlate Nutrition Guide		



Resources Provided:

- Laptops

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Nutrition
Created: Steven Griffiths, Lindsay Stearns Board Approved on:		



Unit Overview Template

Content Area:	Health	Grade Level:	4	Unit Title:	Safety
Unit Summary: Students will identify safe practices and identify safety procedures if injured. Students will identify appropriate strategies to prevent and resolve conflict and when to seek help.					
Primary Interdisciplinary Connections: Guidance					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students need to learn how to reduce risk in everyday tasks and if an injury does occur how do they perform basic first aid. Students need to take precautions when dealing with an injury and will learn the 4 steps to performing first aid. Students learning how to resolve conflict and the differences in the types of conflicts will gain self regulation in their behaviors. Students need to learn when is the appropriate time to seek help in uncomfortable situations.				

Learning Targets

Standards:	2.1 Personal and Mental Health 2.3 Safety 8.2 Computer Science and Design Thinking 9.4 Life Literacies and Key Skills
Content Statements:	
Social and Sexual Health	2.1 SSH: People in healthy relationships share thoughts and feelings, as well as mutual respect.
Safety	2.3 PS: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations
Interaction of Technology and Humans	8.2 ITH A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.
Digital Citizenship	9.4 Digital identities must be managed in order to create a positive digital footprint.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.5 SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.



2.3.5.PS1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
8.2.5.WITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Unit Essential Questions:

- What can an individual do to avoid or reduce health risks?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?
- What type of first aid is needed in different situations?
- What do I need to know to keep myself safe?

Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.
- Social and emotional health affects a person's physical health and overall well being.
- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.

Unit Learning Targets:

- Safety - explain forms of abuse and ways to get help.
- Demonstrate simple first –aid procedures.
- Demonstrate strategies to resolve and prevent violence Social/Emotional Health.
- Demonstrate strategies to resolve and prevent violence.

Evidence of Learning

Summative Assessment: 1 day packet quiz

Equipment Needed: laptops, textbooks

Teacher Resources: Harcourt textbooks, internet, projector

Formative Assessments:

- Homework
- Teacher observation



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- Peer discussion
- Class participation

Lesson Plans

Lesson	Time Frame
Lesson 1 What is first aid?	1 class period
Lesson 2 Make a scene?	1 class period
Lesson 3 Stop Bullying Now!	2 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.
Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Brainpop.com

Edpuzzle.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: What is first aid? Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Internet resources

Equipment Needed: Articles, Laptops, Dry erase folders

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain basic first aid procedures for burns, choking, bleeding, poisoning.	Lesson Sequence - Ask students to brainstorm the term first aid and what it means to them. Record responses on dry erase folder 1 per group share responses with class. - At table what edpuzzle.com What is first aid? Training for kids video and respond to questions - 1 laptop per group - video will take students through basic first aid. - Kidshealth.org project on board when it is just you in an emergency article go over and discuss. Stress 911 and how a caregiver needs to be safe. - Wrap up discussions on what were the keys to first aid that every procedure goes through. Basic first aid give situation and table responds.	- Student responses to edpuzzle questions - Student responses to wrap up discussion questions
Differentiation: Activity First Aid - brainpop.com		
Resources Provided: - Dry Erase folders/markers - Laptops		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Make a Scene Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: None

Equipment Needed: Make a scene scenario packet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain ways to avoid bullying, identify ways to deal with bullying and form of abuse.	Lesson Sequence - Students discuss instances where they may have seen bullying/violence, heard of bullying/violence or were a victim of bullying/violence students do not name names in discussion just give the situation and how it was resolved share with class. 1 packet per child. - Lesson vocabulary sheet project on board and go over discuss vocabulary. Leave up for lesson students write unfamiliar terms on their Make a Scene packets. - Go over Make a Scene conflict is given in the first 2 boxes, fill in other boxes and draw pictures/interactions showing resolution of conflict. Scenario 5 can be given conflict or students can design one. Complete boxes for homework.	Make a Scene homework responses
Differentiation: Students can design their own scenario instead of finishing #5.		
Resources Provided: Make a Scene packets		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Stop Bullying Now Time Frame: 2 class periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Internet based lesson

Equipment Needed: Laptop and question sheets with questions from each video, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify different types of conflict and ways to prevent/respond to them.	Lesson Sequence 1 laptop per student and go to link stopbullying.gov - project on board - under resources click on kids - and go over section "What kids can do." - On the website right side click on meet the cast and go over each cast member. - On the laptop watch the 12 short videos at the end of each video, use a packet and answer questions. This is done over the course of this class and next.	Student responses on packet questions
Differentiation: Watch bystander videos and respond to questions		
Resources Provided: - Laptops - Response packets		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			x
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Safety/Emotional-Social Health
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 4 **Unit Title:** Disease Prevention and Control

Unit Summary: Students will identify ways to prevent diseases and the impact diseases have on a person's wellness and the impact mental health has on wellness.

Primary Interdisciplinary Connections: Science

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Using precautions physically, emotionally, and environmentally can help to prevent disease and limit the impact on an individual's wellness. Students need to understand universal precautions and mental illness.

Learning Targets

Standards: **2.1 Personal and Mental Health**
2.3 Safety
12.1 SEL Self Awareness

Content Statements:

Personal Growth and Development 2.1 PGD Health is influenced by the interaction of body systems.

Health Conditions, Diseases and Medicines 2.3 HCDM
There are actions that individuals can take to help prevent diseases and stay healthy.

Social/Emotional Learning 12.1 Self Awareness

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

2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)

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

2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)



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2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

Evidence of Learning

Summative Assessment: 1 class period Poster on universal precautions for disease prevention - group project

Equipment Needed: Poster paper, Markers, Pencils

Teacher Resources: internet resources

Formative Assessments:

- Classwork
- Homework
- Response Questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Mental Health	1 class period
Lesson 2 Disease Control	1 class period
Lesson 3 Prevention	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Edpuzzle.com

Kidshealth.org

Brainpop.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Mental Health Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Kidshealth.org

Equipment Needed: 1 Laptop per person or may work with partner

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify/explain the link between mental health and illness. - Explain phobias and the difference between a phobia and a fear.	Lesson Sequence 1 laptop per child - Review areas of health and the interrelationship of each. - Kidshealth.org - discuss phobias and difference between phobia and fear -ways phobias are treated and diagnosed. - Stress discussion and what causes stress among fourth graders (school, friends, family, etc) -effects stress plays in mental health brainpop.com stress video. - Homework mental health packet response questions.	Student responses on homework mental health packet
Differentiation: Leveled homework, brainpop stress activity		
Resources Provided: Packets		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Disease Control Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: internet resources

Equipment Needed: Projector, lesson packets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how universal precautions prevent illness. - Explain how most diseases are preventable.	Lesson Sequence 1 worksheet per student. Go over key terms from video. - Bill Nye video on germs - stress and stop at segments on handwashing and universal precautions discuss with class after segment how important these precautions are. Share with a partner if parents have gone over universal precautions at home - where have they heard of them before? - Bill Nye Quiz at the end of video 1, dry erase folder per student respond and raise responses. - Homework: back of vocabulary sheet questions on universal precautions.	- Student responses to video quiz - Student responses to discussion questions - Homework responses - Germ Homework responses for a 4
Differentiation: Germ HW sheet		
Resources Provided: Dry erase folder		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Prevention Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Not used

Equipment Needed: Harcourt Textbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how most health conditions and diseases are preventable.	Lesson Sequence - Harcourt book 1 per child pg. 158 motivation section discuss and share. - Difference between communicable and non-communicable diseases, how can diseases be prevented. - dry erase folder per group/table make a T-chart comparing illnesses. Fill in as table share. - Acute vs. chronic disease difference and key facts discussion from book. - Summary and review questions pg 161 students discuss and respond as a table.	Student responses to summary and review questions on pg. 161
Differentiation: Leveled activities		
Resources Provided: - Harcourt Textbooks - Dry erase folder and pen		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice			x
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills			x
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Disease Prevention and Control
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 4	Unit Title: Health Services and Information/Advocacy and Service
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Unit Summary: Students will be able to identify resources available to use for health issues and where to go for help. Students will explain the many ways that are available to contribute to the health of their community physically, mentally and emotionally through their actions and activities.

Primary Interdisciplinary Connections: Guidance

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The ability to make a decision about whom to go to for health problems is integral to wellness. In being part of the community and helping the community become stronger students can make an impact on the lives of friends, family and community members in a global 21st century world.

Learning Targets

Standards: **2.1** Personal and Mental Health
2.3 Safety
12.1 SEL Self Awareness
9.4 Life Literacies and Key Skills

Content Statements:

Personal Growth and Development	2.1 EH: Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
Community Health Services and Support	2.1 CHSS: Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
Health Conditions, Diseases and Medicines	2.1.CHSS: Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. 2.3 HCDM: There are actions that individuals can take to help prevent diseases and stay healthy.
Social and Emotional Learning	12.1 Self Awareness



**Creativity
and
Innovation**

9.4 Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Cumulative Progress Indicator (CPI):

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

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

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

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

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

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

SEL.PK-12.1.2 Recognize the impact of one's feelings and thoughts on one's own behavior

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Unit Essential Questions:

- How do you know when you need help?
- Why is it so difficult for some people to access healthcare?
- How can you become involved in community wellness?
- Why is it important to become involved in your community?

Unit Enduring Understandings:

- The early detection of diseases and health conditions contributes to one's health and helps to reduce healthcare costs.
- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- Individuals need to embrace diversity as contributing members of a larger community.

Unit Learning Targets:

Students will....

- Identify the many health services provided for and where they can go for help
- Explain how a service project can make a difference in their community.
- Identify service projects that can be completed in Springfield.



Evidence of Learning

Summative Assessment: 1 class period community service projects

Equipment Needed: articles, laptops

Teacher Resources: Harcourt textbooks

Formative Assessments:

- Classwork
- Homework
- Response Questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Services Provided	1 class period
Lesson 2 Where to go for help	1 class period
Lesson 3 What is a service project?	1 class period

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.

Lessons may be altered based on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Brainpop.com

Edpuzzle.com

<http://www.uchd.net/> Union county website

<http://www.springfieldschools.com/parentresources/healthoffice.html> Schools website

<http://springfield-nj.us/departments/health-department.html> Springfield website

<http://www.state.nj.us/health/> NJ Board of Health



Lesson Plan 1 Template

Content Area: Health Lesson Title: Services Provided Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Community health sites

Equipment Needed: Laptop, Harcourt textbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify services available to families and individuals in Union County, Springfield, and Springfield Schools. - Explain factors that can lead to families not seeking services.	Lesson Sequence - Discuss what is meant by health services - list on board after table discussion - what are the top 3 services students have heard of. - Harcourt books pgs. 304-305 - discuss section and interpret visuals class discussion how these are seen in Union County and Springfield. - Project on board websites - NJ Health, Union county, Springfield public health websites discuss what they have in common and how they are specific to people they serve. Discuss what are some factors that lead to not using these resources. - Services provided at Springfield Schools. List in small groups again and	Student responses to wrap up questions



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	place on board go over and discuss if correct. - Go to nurses website/counseling website Springfield schools • Wrap up questions on services and factors.	
Differentiation: Flexible groupings		
Resources Provided: • Harcourt textbooks		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Help is Here Time Frame: 1 class period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Kidshealth.org

Equipment Needed: Laptops, question and discussion response sheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify where and when to go for physical, social and mental health difficulties.	Lesson Sequence - Group discussion about previous knowledge in unit about school services and community services for health. 1 laptop per 2 students kidshealth.org look up articles on school counselors, nurses read with a partner. Class discussion about articles and new learning that students did not know. - Question sheet per child with facts to think about and health problems in all 3 areas that can happen. Discuss with table responses. - In small groups, laptops per group come up with 5-7 questions identifying where to go for health information, when to go and how to go in the school setting. Print out questions with group members on them and collect them to be given out next class. Use kidshealth.org as a guide.	Student responses to group questions.
Differentiation: Flexible groupings		
Resources Provided: - Laptops - Questioning sheets		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Service Projects Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Kidshealth.org

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how participating in service projects helps with community wellness.	Lesson Sequence - Review definition of wellness and 3 areas of wellness and what is a service project. - Students brainstorm service projects in the community and at school. Possible answers: earth day, recycling, collections for the homeless. - Kidshealth.org article project on whiteboard Disasters, go over the final page on service organizations that help the community. - Be a Volunteer article to students, partner read and discuss highlights, can this be done in Springfield? Discuss with students. - Community service packet with 9 community service projects students have performed in their communities students begin to read. Hw is on articles pick one and answer questions in packet going for a 4 use 2 articles.	Student responses to homework packets
Differentiation: Student choice of 2 articles for HW going for a 4		
Resources Provided: Laptops and articles		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Health Services and Information/Advocacy and Service
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 4 **Unit Title:** Dependency/Addiction and Treatment

Unit Summary: Identifying the long and short term effects of drug use and identifying signs of use, abuse and misuse are key concepts to wellness. Identification of the influences on drug use can lead to prevention and awareness of getting help with use and addiction.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students need to know the immediate effects of drug use on the body, the long term consequences, the reasons drugs are dangerous and how and why people can be influenced to use drugs. In gaining a knowledge of dependency and addiction students can make informed decisions about their lifestyle.

Learning Targets

Standards: 2.3 Safety
 8.1 Computer Science
 12.1 SEL Self Awareness

Content Statements:

Alcohol, Tobacco and other Drugs: 2.3 ATD
 The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

Dependency, Substances Disorder, and Treatment 2.3 DSDT
 Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
 The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations

8.1 Data and Analysis Data can be organized, displayed, and presented to highlight relationships.

Social/Emotional Learning Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.



2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
Unit Essential Questions: • How can the misuse/abuse of prescription drugs affect my physical and mental health? • How can the use of alcohol, tobacco, and other drugs affect relationships with family members, now and in the future? • Why do people use and abuse drugs despite warnings about the dangers to self and others? • What influences my behavior and decisions?	
Unit Enduring Understandings: • The decision not to misuse alcohol, tobacco, and other drugs is essential to lifelong wellness. • Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. • Use of drugs in unsafe ways is dangerous and harmful. • The use of drugs not only impacts the individual but may have a profound impact on others.	
Unit Learning Targets: Students will.... • Identify signs a person may have an alcohol, tobacco, drug problem. • Explain the difference between drug use & abuse. • Explain how advertising, peers & home influence drug use.	

Evidence of Learning

Summative Assessment: 1 day Harcourt Evaluation Pg 40-42

Equipment Needed: Harcourt Textbooks

Teacher Resources: internet resources

Formative Assessments:

- Student discussion responses and class participation
- Homework
- Classwork



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Lesson Plans

Lesson	Time Frame
Lesson 1 Consequences	1 class period
Lesson 2 Influences	1 class period
Lesson 3 Show What You Know	2 class periods

Instruction may be modified/differentiated to meet the needs of all students.
Lessons may be altered based on student mastery

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Brainpop.com

Edpuzzle.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Consequences Time Frame: 1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Edpuzzle.org

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the consequences of possession for marijuana and cocaine. - Identify how cocaine can harm the body and lead to addiction. - Explain the definitions of drug use, abuse and misuse and addiction.	Lesson Sequence - Josh Hamilton home run derby highlights on edpuzzle and then show Real Sports Josh Hamilton video - introduction to addiction and the fact that anyone can fall victim to drug use, abuse and misuse. List on board and vocabulary paper per child drug use, abuse and misuse definitions and examples of drug effects on the body for student reference. - Harcourt textbook per person - read with partner pages 200-201 - discuss key terms and what students have heard about illegal drug use and what is drug use. Discuss with students legal medicine can be used and misused and abused. - Consequences and laws - Marijuana and Cocaine effects on body - medical marijuana vs recreational marijuana use. - Wrap up questions and responses - give situations and partners identify whether use, abuse or	- Student responses to homework - Student responses to wrap up questions



	misuse. Homework effects of drug use on the body.	
Differentiation: Create a Venn diagram showing effects of marijuana vs cocaine on body instead of homework questions		
Resources Provided: • Harcourt Textbooks • HW papers		

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Influences	Time Frame: 1 class period
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Guidance		
Integration of Technology: edpuzzle.com		
Equipment Needed: Projector, Harcourt textbook, HW sheets		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify ways in which advertising, peers and lifestyle can influence choices. • Identify how truthful or misleading an advertisement is. • Explain purpose of tobacco and alcohol advertisement.	Lesson Sequence • Harcourt textbook motivate question pg 240 and critical thinking questions respond with a partner. • Pg 241 with a partner teacher poses tech section questions students discuss and respond about peer pressure. • pg 242 read aloud false media message videos on tobacco advertising - old advertising messages use to be allowed - edpuzzle videos - Flintstones	• Responses on homework Activity Book 45 • Responses to discussion questions



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	smoking advertisement Packaging geared to kids Flavored Tobacco or Candy? The Impact of Tobacco Marketing at the Point of Sale video - discuss with students after videos their feelings, what have they seen in their lives. • Homework Harcourt Activity Book pg. 45	
Differentiation: Leveled Activities		
Resources Provided: • Harcourt Textbooks • HW papers		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Show What You Know Time Frame: 2 class periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology: Kidshealth.org

Equipment Needed: Pencils, markers, worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name 3 benefits of being drug free. - Identify how to deal with peer pressure. - Design a poster on how to remain drug free.	Lesson Sequence - Inform students that they are going to gather information to create posters with a promise to stay drug-free. 1 laptop for partners KidsHealth.org article, “What You Need to Know About Drugs,” with a partner and complete the “Show What You Know About Drugs” handout. Read the questions on the handout, and while you’re reading the article, highlight information in the article that will help you answer the questions in the handout. Discuss articles and questions after partner work and collect for 2nd lesson. - Session 2 Design posters that include a promise to	- Student posters/advertisements on ways to stay drug free/peer pressure. - Student responses on the Show What You Know sheet.



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be drug-free. First, we'll talk about why it's good to live a drug-free lifestyle. When designing posters, include at least three benefits for living a drug-free lifestyle. The title of each poster should be "I PROMISE TO BE DRUG FREE!" include pictures and information from "Show What You Know" papers.

Differentiation: May work individually instead of with partner

Resources Provided:

- Response papers, papers for posters, crayons, markers
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Dependency, Addiction and Treatment
Created: Steven Griffiths, Lindsay Stearns	Board Approved on:	



Content Area:	Health	Grade Level:	4	Unit Title:	Human Relationships and Sexuality
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Primary Interdisciplinary Connections: Science

Unit Rationale:	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.
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Standards: 2.1 Personal and Mental Health
2.3 Safety

2.1 Personal Growth and Development

2.1 Social and Sexual Health	2.3 SSH All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. Family members impact the development of their children physically, socially and emotionally.
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2.3 Personal Safety	2.3 PS Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
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CPI#:	Cumulative Progress Indicator (CPI):
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2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
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2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others. Differentiate between sexual orientation and gender identity. Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse
2.1.5.SSH.2	
2.1.5.SSH.3	
2.1.5.SSH.5	
2.3.5.PS.5	
2.3.5.PS.6	

Unit Essential Questions:

- What makes a classroom environment more comfortable to discuss puberty?
- What are some factors that affect puberty and development?
- What changes occur socially, emotionally, and physically during puberty?

Unit Enduring Understandings:

- Open communication throughout the family is a characteristic of a healthy relationship.
- Body image of people through society can be distorted by what people think it should be as opposed to reality.
- Change is normal; it happens at different rates and at different times and can be difficult.

Unit Learning Targets:

Students will....

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

Evidence of Learning

Summative Assessment: Responses to written prompts

Equipment Needed: Access to Ipads, work packets

Teacher Resources: Brainpop access, Harcourt Textbooks



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Formative Assessments:

- Student discussion responses
- Student classwork

Lesson Plans

Lesson	Time Frame
Lesson 1 Types of Families	1-2 class periods
Lesson 2 My Body is My Body	1-2 class periods
Lesson 3 Making Sense of Puberty	1-2 class periods

Teacher Notes:

Instruction may be modified/differentiated to meet the needs of all students.
Lessons may be altered based on student mastery.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Kidshealth.org

Brainpop.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Types of Families Time Frame: 1-2 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Guidance

Integration of Technology:

Equipment Needed: The Family Book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Name, as a group, at least three different types of family structures. - Identify a way they can show respect for different types of families.	Lesson Sequence - Explain to students that today's topic is family. Ask if anyone can explain what a family is and why we need families. (Some sample definitions are: People who live together and take care of each other, or people who love each other and take care of each other, or people going through life and taking care of each other. Families are often made up of adults and the children they care for.) After a brief discussion, introduce the book by saying, "This book is about families and ways that families are alike and different. As you listen, see if there are things that describe your family. - Read The Family Book aloud to the class. You may wish to stop at different pages and ask: Does this remind any of you of your own family or a family that you know? - After finishing the book, lead a discussion about families by asking: Who can remember one type of family that we just learned about from the book? - Are there ways that families can be that are not in the book? Who can think of other ways families might be the same or different from	HW on creating a family portrait



other families? (There are endless possible answers to this question. Some may include: parents have different jobs, some families may have only girl children, some only boy children or no children, some families may have different last names; some families may include divorced parents; some children may live in two different houses with different parents or with grandparents; families have people with different physical abilities) • What is important in all families? (Possible answers: Families love each other; families take care of each other; families celebrate special events together.)

- Ask students: “Who would like to tell us about who is in their family?” Have students take out the homework assignments they completed to help them to describe their families. Tell them they don’t have to use only the information on their sheet when describing their families. Ask for volunteers. If a student gets stuck, prompt by asking some questions such as: “How many people are in your family?” “Do all of the people in your family have the same last name?” “What kind of food does your family like to eat?” “What does your family like to do together?” After students have the opportunity to describe their families, say: “We heard a lot of ways that families in our class are the same and a lot of ways that our families are different.” Ask: • If someone’s family is very different from yours is that okay? (Yes) • What if your friend’s family likes to eat food that is different from your family. Is that okay? (Yes) • Is it okay if some families have a lot of children and some have a few? (Yes) • Is it okay if some children have a mother and a father? (Yes) • Is it okay if some children have two mothers or two fathers? (Yes)
- Say, “Families are very important to us. They love us and take care of us.” If it has not already come up in the previous discussion, remind students that all families are special in their own way and that no two families are exactly alike. Ask, “What are some ways that our class can show that we respect all different types of families, including those



that are like our own and those that are different from our own?” Some responses might include: • Making a sign that says “All Families are Special” • Having each student bring in something special from their families and talking about it • Asking our friends to tell us about their families – what they like to do, what they like to eat, how they celebrate holidays • Remembering that everyone loves their families the same way I love mine • Everyone can draw a picture of their family and the class can hang them around the classroom

- As students make suggestions, record these on the newsprint/board. Write on the board: “The way I would like to show respect for all different families is....” Depending on the writing level in the classroom, either have every student complete the sentence on a piece of paper to hand in when they are finished, or go around the room and ask each student to finish the sentence verbally. Tell students they can either use one of the suggestions they came up with as a class that is written on the newsprint/board or they can think of a new idea. (9 minutes) STEP 5: End the discussion by saying “Everyone has people who are their family. Some people even include their pets! It is good to feel good about your family and to figure out who is part of your family. It is also important to respect all different families because whatever kind of family you have, they are special.
- HW create a family portrait for next class or a venn diagram - students choice

Differentiation:

Create a venn diagram to differentiate and compare types of families

Resources Provided:

- Dry Erase Folder
- Worksheet packet



Lesson Plan 2 Template

Content Area: Health Lesson Title: My Body is My Body Time Frame: 1-2 class periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: <https://safeshare.tv/x/dkraVxm8lf4>,

Equipment Needed: projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define “sexual abuse.” - Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult’s attention. - Identify at least one trusted adult they can go to with questions or concerns about sexual abuse. - Demonstrate ways to start a conversation when seeking help from	Lesson Sequence - Explain to the students that you are going to be talking about a very serious topic in this lesson. Point out that [name of school counselor] is and is available to offer extra support if anyone needs it. - Ask students whether anyone has ever heard the term “abuse” before? Write this word on the board. After students offer a few responses, say something like, “Abuse is when someone treats another person badly. That includes when someone touches you in a way that you know isn’t right. This is different from someone hugging you when you don’t want to be hugged. That’s also wrong, and once you tell the person you don’t want them to hug you, they shouldn’t do it again. But when you’ve told someone you don’t want them to touch you and they keep doing it, that becomes abuse. And when someone touches your private	HW response Who Can You Trust Sheet



a trusted adult
about sexual abuse.

body parts, like your chest, genitals or buttocks, that's called 'sexual abuse.'" Write the word "sexual" before the word "abuse" on the board.

- Say something like, "When someone touches you in a way you don't like, how do you make them stop doing that? Let's watch a video that'll give some ideas." Play the video, "Shout, Run, Tell," which is just under 2 minutes long. Once the video is over, ask the following questions: • "We touch people all the time, and people touch us. We shouldn't touch another person without their permission, or consent. And no one should touch us without our permission or consent. This type of touch was different. Who remembers what some of the things are that we should tell a trusted adult about?" Probe for: • When someone touches us on our genitals, backside or chest • When someone tells us to touch their genitals, backside or chest • When someone touches us in a way that makes us feel uncomfortable in any way, even if it's not those body parts. • The video talked about our private body parts. Who remembers how you can remember what those body parts are? ("Private body parts are covered by a bathing suit.") • Who can remember the three things the video said you should do if someone ever touches you on one of these body parts, or tells you to touch theirs? (Shout, Run, Tell) Have the students repeat those three steps several times.
- Say something like, "Although everyone's different, shouting and running away are often the easier



things to do at this moment. That's because our bodies react automatically when we think we're in danger. Telling a grown-up that someone's touched you in a way that made you feel uncomfortable sometimes feels harder to do. It shouldn't! Every child should feel they can talk with an adult they trust about sexual abuse. But first, we need to figure out who that person is!" Tell the students you are going to give all of them a marker or crayon. When you say, "go," have them get up as they are able, and find a space at the butcher paper around the room (If your room has white boards around the room with enough space for all students to have a space and you have enough white board markers, you can use that instead). Once students each have a spot, ask them to draw a picture of a grown-up in their lives who they trust. It can be someone at home, someone here at school, or someone else they know in the community. Once they've drawn the person, have them write who that person is (either Mr. so-and-so or my babysitter, etc.), as well as their own name. After about 5 minutes, encourage students to finish up and remind them to write the name of that person and their own name. After 2 more minutes, have everyone stop where they are, telling them it is okay if they didn't completely finish.

- Ask students to move around the room and look at all the pictures their classmates have drawn. Once they have made their way around the entire room, ask them to return to their seats.



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- Once students are seated, ask: • How did you decide who your trusted adult was? (Possible answers will vary, but may include, “Because it’s my [mom/aunt/dad/uncle, etc.] and you can always trust your [adult],” “Because I talked to them before and they didn’t get mad,” or something else.) • When you moved around the room, what did you notice in your friends’ drawings? (Possible answers will vary, but may include, “Most people drew someone at school/home” or “Lots of people said Ms. [Name] from school is who they’d talk to,” etc.).
- Say something like, “The most important thing to remember is you all have at least one trusted adult in your life. That’s the person you can go to if you’re upset or have questions about anything – including if someone’s touched you in a way that made you feel uncomfortable. If you can’t think of someone, you can always come to me, or to [counselor’s name], and we will always be here to help you.”
- Ask students to remind you what the three steps are from the video. Explain that now that they’ve all figured out who a trusted adult in your life is, you’re going to do an activity to practice doing the last step: “Tell.” Divide the class into pairs. Once they are in pairs, explain they are each going to be asked to pretend they’re someone else. One person is going to pretend to be a young person about their age, and the other person is going to be a trusted adult. Tell them they will each get a chance to play each role, but they should each decide who is going to be the grown-up first, and



who is going to be the young person. Once they've decided, explain to the student playing the young person that they should pretend a different adult touched them in a way that made them feel uncomfortable. Tell the student pretending to be a trusted adult that they should respond to their partner in a way they think would make them feel good about coming to them. Explain that the pairs should have a conversation, not just state that this happened and then respond. Ask them to talk together until you have called time, about 2 minutes.

Answer any questions, and ask them to get started. After about a minute or two, or when most students are finished, ask students to stop where they are. Ask them to switch roles now, so the person who was the young person before is now the trusted adult, and the trusted adult is now the young person. Ask the student playing the young person to get things started by telling the trusted adult that someone touched them in a way that felt uncomfortable. Tell them they will again have about 2 minutes to have a conversation.

- After about 2 minutes, or when most of the students are done, call attention back to the front of the room. Process by asking the following questions: • What was it like to do this? Was it easy to do? Uncomfortable? • What was it like to pretend to be a young person? What was it like to pretend to be a trusted adult? • When you were pretending to be the young person, what did the trusted adult do to make you feel comfortable talking with them?



- After discussing these questions, say something like, “Sometimes, you’ll go to a trusted adult to talk about something important and they’ll say just the right thing to make you feel safe and okay. Sometimes, your trusted adult won’t respond in a way that’ll make you feel comfortable. If that happens, don’t give up! Either go back to them and say, ‘I really need to talk to you about this,’ go to another trusted adult, or ask a friend who their trusted adult is and talk to that adult. No one should ever feel they need to keep sexual abuse a secret. There will always be an adult who will help you, even if it’s not the first one you go to.” Thank the students for their hard work and maturity in talking about such a serious, important topic and close the lesson.
- HW students design who can you trust sheets

Differentiation:

Leveled Activities

Resources Provided:

- Design papers Hw papers



Lesson Plan 3 Template

Content Area: Health Lesson Title: Making Sense of Puberty Time Frame: 1-2 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: None

Equipment Needed: If you don't have a white board at the front of the room, take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social" and "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there. Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the "Changes of Puberty" activity.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe at least three changes that take place during puberty. - Differentiate between what could be considered physical, and what are social and emotional changes of puberty. - Create a plan for maintaining personal hygiene during puberty.	Lesson Sequence Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically." Reveal the three flip chart sheets and say, "Most people know something about the physical changes of puberty – what our	Homework: Students will create a plan in the same format as the one they did in class for how they will manage social/emotional changes during puberty.



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bodies go through. But there are also emotional changes – ways in which we change that have to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes.”

- Divide the group into pairs. Once they are in their pairs, say, “I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical change, or an emotional or social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you’ve decided they go on.” Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list.
- Ask for student volunteers to take turns reading each sheet aloud. Once all the sheets have been read, ask the



students whether they think they are all in the correct column, or whether any need to be moved. Move as needed. Then ask students whether they have questions about what any of the changes mean.

- Say something like, “Most of the changes we go through during puberty are physical. So it can be a really good idea to figure out how you can manage these changes. I’m going to come around with a worksheet where you get to decide what you’re going to do.” Distribute the worksheet, and answer any questions. Tell students they will have about 5 – 7 minutes to complete it. Also let them know they will be sharing their responses with at least one other student in the room, and so they should write down something they are comfortable with another person reading or hearing.
- Once 5 – 7 minutes have elapsed, or most students seem finished, call attention to the front of the room. Ask students to get back into their pairs. Instruct them to share the answers they wrote down and talk about any ideas the other person



came up with that they have questions about.

- After about 5 minutes, call attention to the front of the room. Tell the class you're going to ask them some questions about their conversations, but that no one should share personal information about their partner with the class – that's up to each person to share if they wish. Ask: "What was it like to have those conversations with another student? What was [insert student responses] about it?" "Did you notice you had more ideas in common or were most of your answers different from each other?" "Would anyone like to share whether they had a tough time coming up with a plan for any of the items?" If any students choose to respond, ask for ideas from the rest of the class.
- Distribute the answer key with the physical, social and emotional changes of puberty. Then pass out and explain their homework, telling students that it is due the next class.

Differentiation:

Challenge - Make a table - research vitamins and minerals people their age need to grow healthy and make a table showing results



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Resources Provided:

- “What’s My Plan? Physical Changes of Puberty” – one per student



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice			x
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 4	Unit Title: Human Relationships and Sexuality
Created: Steven Griffiths, Lyndsay Stearns	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 4 **Unit Title:** Dimensions of Wellness

Unit Summary: Students will be introduced to the dimensions of wellness and how their interactions affect each other.

Primary Interdisciplinary Connections: Guidance

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will help students to understand the different factors that contribute to the development of their physical, social, emotional, and mental lives. After forming a foundation based on the understanding of how important wellness is, students will be able to connect their knowledge of fitness and health to other subject areas and the impact these have on their daily lives.

Emotional and Social Learning Self Awareness

Learning Targets

Standards: 2.1 Personal and Mental Health
 12.1 SEL Self Awareness

Content Statements:	
Personal Growth and Development	2.1 PGD Health is influenced by the interaction of body systems.
Emotional Health	2.1 EH Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events
Social and Sexual Health	2.1 SSH People in healthy relationships share thoughts and feelings, as well as mutual respect.
Social/Emotional Learning:	12.1 Self Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.1.5 PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
2.1.5 EH.1	

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.