

**Glen Ridge Board of Education**  
**HEALTH**  
**3rd Grade**  
***Required***  
***Full Year***

***New Jersey Student Learning Standards***

**Health Education Mission Statement:** The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills. Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to a healthy adult lifestyle.

**Course Description:** Health Education seeks to improve the student’s physical, social, mental and emotional wellbeing. Throughout this course, students will adopt healthy practices and decision-making skills that will foster informed lifestyle choices and behavior. Students will be introduced to various topics dealing with wellness, drugs and medicines, and human relationships and sexuality. Students will have the opportunity to discuss health matters which are particularly relevant at this stage in their lives. The cooperative effort of school, family, and community agencies will enhance the health education program.

Name of Course		
<b>Unit 1: How the Body Works</b>		
<b>Time Allotted (days of instruction): 10 Weeks</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<b>Standard 2.1</b> Personal and Mental Health		
<b>Standard 2.2</b> Physical Wellness		
<b>Standard 2.3</b> Safety		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Why is it important to know how my body works?</li> <li>● Is everyone the same?</li> <li>● How do heredity and the environment affect personal health and fitness?</li> <li>● How are most diseases and health conditions preventable?</li> <li>● How would you seek help when experiencing a health problem?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● 2.1.5.PGD.3: Explain the physical, social,</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how all living things are made of one or more cells</li> <li>● Explore the role heredity contributes to health Investigate and discuss the basic parts of the skeletal, muscular, circulatory, respiratory, nervous, digestive</li> <li>● Investigate how the body protect itself during different weather conditions</li> <li>● Role play</li> <li>● Build a working lung model</li> <li>● Label diagrams</li> <li>● In a small group, list examples of how to keep</li> </ul>

	<p>and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <ul style="list-style-type: none"> <li>● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones</li> <li>● 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.</li> <li>● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> <li>● 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.</li> <li>● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that</li> </ul>	<p>physically fit, positive social behaviors and emotionally healthy behaviors.</p> <ul style="list-style-type: none"> <li>● Article readings</li> <li>● Discovery channel videos</li> <li>● Investigate how the body fights diseases and infections</li> <li>● Describe what took place during your last Physician visit</li> </ul>
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	<p>addresses strengths, needs, and culture.</p> <ul style="list-style-type: none"> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> <li>● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● 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.</li> </ul>	
<b>Resources/Materials</b>	Teacher Webpage, www.pecentral.com, <a href="http://www.pe4life.org">www.pe4life.org</a> , <a href="http://openphysed.org/">openphysed.org/</a> , www.discoveryeducation.com <a href="http://www.kidshealth.org">www.kidshealth.org</a> , and www.chosemyplate.gov	
<b>Interdisciplinary Connections</b>	Math, Language Arts, Technology, and Visual and Performing Arts	
<b>21st Century Life and Careers</b>	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<b>Technology Standards</b>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p>	

<b>Diversity/Inclusion</b>	<b>6.3 Active Citizenship in the 21st Century.</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Paired/group discussions</li> <li>● Group activities</li> <li>● Role play</li> <li>● Teacher observation/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Participation</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the structure and function of human body systems.</li> <li>● Discuss the importance of the early detection of diseases and health conditions.</li> <li>● Describe the physical, social, and emotional dimensions of wellness.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' participation, teacher observation</li> <li>● Show progress of plan.</li> <li>● Artwork display, practical assessment</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons visual, demonstration based.</li> <li>● Cooperative and partner activities.</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> <li>● Ability to access Google translate in native language</li> <li>● Use visual representations of new vocabulary</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Verbal and/or physical assessments for written assessments</li> <li>● Rephrase questions, directions and explanations</li> <li>● Allow extended time to answer questions, and allow drawing as an explanation.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual student needs will be addressed through the student's Individualized Education Plan or 504 Plan. The student's program will be modified to reflect activities that the child can participate in, even if some modifications are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Program modifications may consist of one or more of the following categories: acceleration, enrichment, or grouping.</li> <li>● Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments</li> <li>● Students may be encouraged to pursue independent, self-directed activities carefully monitored by the teacher</li> <li>● Grouping students of like-ability together in arrangements to allow for more appropriate, rapid, or advanced instruction without isolating the exceptionally able student.</li> </ul>

**Name of Course**

**Unit 2: Healthy Lifestyle**

**Time Allotted (days of instruction): 10 Weeks**

**New Jersey Student Learning Standards (NJSLS)**

**Standard 2.1** Personal and Mental Health

**Standard 2.2** Physical Wellness

**Standard 2.3** Safety

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● Why is it important to make healthy choices?</li> <li>● What are the benefits of participating in daily physical activity?</li> <li>● Can being knowledgeable about dangerous substances help you make better choices?</li> <li>● What is stress?</li> <li>● Why is it important that we can recognize common stressors and manage them in a healthy way?</li> <li>● What are healthy ways of dealing with stress?</li> <li>● How do personal health choices impact our own health as well as the health of others?</li> <li>● How does the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?</li> <li>● What makes food healthy?</li> <li>● How do you determine appropriate portion sizes?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> <li>● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm effects of smoking.</li> <li>● Discuss effects of certain drugs and alcohol.</li> <li>● Explain and discuss situations that might involve making difficult choices.</li> <li>● Article readings</li> <li>● Discovery channel videos</li> <li>● Role play</li> </ul>

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: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.DSDT.1: Recognize that some

people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 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 infectious diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 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.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 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.
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<b>Resources/Materials</b>	Teacher Webpage, www.pecentral.com, <a href="http://www.pe4life.org">www.pe4life.org</a> , <a href="http://openphysed.org/">openphysed.org/</a> , www.discoveryeducation.com <a href="http://www.kidshealth.org">www.kidshealth.org</a> , and www.chosemyplate.gov
<b>Interdisciplinary Connections</b>	Math, Language Arts, Technology, and Visual and Performing Arts
<b>21st Century Life and Careers</b>	<b>9.2 Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
<b>Technology Standards</b>	<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Diversity/Inclusion</b>	<b>6.3 Active Citizenship in the 21st Century.</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Paired/group discussions</li> <li>● Group activities</li> <li>● Role play</li> <li>● Teacher observation/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Participation</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between healthy and unhealthy eating patterns.</li> <li>● Discuss the importance of the early detection of diseases and health conditions.</li> <li>● Describe the health and fitness services provided by the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' participation, teacher observation</li> <li>● Show progress of plan.</li> <li>● Artwork display, practical assessment</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons visual, demonstration based.</li> <li>● Cooperative and partner activities.</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> <li>● Ability to access Google translate in native language</li> <li>● Use visual representations of new vocabulary</li> <li>● Provide correction for language errors by modeling, not overt correction</li> </ul>	<ul style="list-style-type: none"> <li>● Individual student needs will be addressed through the student's Individualized Education Plan or 504 Plan. The student's program will be modified to reflect activities that the child can participate in, even if some modifications are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Program modifications may consist of one or more of the following categories: acceleration, enrichment, or grouping.</li> <li>● Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments</li> <li>● Students may be encouraged to pursue independent, self-directed activities carefully monitored by the teacher</li> <li>● Grouping students of like-ability together in arrangements to allow for more appropriate, rapid, or advanced instruction without isolating the exceptionally able student.</li> </ul>

<ul style="list-style-type: none"> <li>● Verbal and/or physical assessments for written assessments</li> <li>● Rephrase questions, directions and explanations</li> <li>● Allow extended time to answer questions, and allow drawing as an explanation.</li> </ul>		
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Name of Course		
<b>Unit 3: Communication, Decision Making, &amp; Character Education</b>		
<b>Time Allotted (days of instruction): 8 Weeks</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<b>Standard 2.1</b> Personal and Mental Health		
<b>Standard 2.2</b> Physical Wellness		
<b>Standard 2.3</b> Safety		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How can you express needs, wants, and feelings?</li> <li>● What is a decision?</li> <li>● Why should you think before acting?</li> <li>● How do outside factors like parents and television influence health?</li> <li>● Why is it important to develop a personal health goal and track progress?</li> <li>● Why are the core ethical values (such as respect, responsibility, trustworthiness, fairness, caring, and good citizenship) important?</li> <li>● What is the impact of participation in different kinds of service projects on community wellness?</li> <li>● How do families and individuals address basic human needs?</li> <li>● Define the following: violence, domestic violence, child abuse, animal cruelty harassment, gang violence, discrimination, and bullying</li> </ul>	<ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 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).</li> <li>● 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.</li> <li>● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers,</li> </ul>	<ul style="list-style-type: none"> <li>● Popcorn Park Character Education Video Series</li> <li>● Class discussion about character education traits</li> <li>● Group activities brainstorming student’s responsibilities at home and at school.</li> <li>● Role play conflict situations</li> <li>● Brainstorm projects the class could organize that would positively impact others</li> <li>● Explain and discuss situations that might involve making difficult choices.</li> <li>● Group Storytelling</li> <li>● Deep Breathing</li> <li>● Meditation</li> <li>● Visual Imagery</li> <li>● Participate in block the bully lesson designed by school community</li> </ul>

<ul style="list-style-type: none"> <li>● What causes stress?</li> <li>● How can we deal with stress?</li> <li>● What is responsibility?</li> <li>● How can you learn to resolve conflicts?</li> <li>● Do you know how you feel?</li> </ul>	<p>school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <ul style="list-style-type: none"> <li>● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>● 2.1.5.SSH.3: 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).</li> <li>● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> <li>● 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).</li> <li>● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals</li> </ul>	
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	<p>can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <ul style="list-style-type: none"> <li>● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> <li>● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</li> <li>● 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.</li> <li>● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>	
<b>Resources/Materials</b>	Teacher Webpage, www.pecentral.com, <a href="http://www.pe4life.org">www.pe4life.org</a> , <a href="http://openphysed.org/">openphysed.org/</a> , www.discoveryeducation.com <a href="http://www.kidshealth.org">www.kidshealth.org</a> , and www.chosemyplate.gov	
<b>Interdisciplinary Connections</b>	Math, Language Arts, Technology, and Visual and Performing Arts	
<b>21st Century Life and Careers</b>	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<b>Technology Standards</b>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p>	

<b>Diversity/Inclusion</b>	<b>6.3 Active Citizenship in the 21st Century.</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Paired/group discussions</li> <li>● Group activities</li> <li>● Role play</li> <li>● Teacher observation/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Participation</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Describe core ethical values (such as respect, responsibility, trustworthiness, fairness, caring, and good citizenship)</li> <li>● Outline the steps to make an effective decision.</li> <li>● Describe basic human needs and tell how individuals and families attempt to meet those needs.</li> <li>● Describe different kinds of families, and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.</li> <li>● Describe and demonstrate the characteristics of an effective leader.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' participation, teacher observation</li> <li>● Show progress of plan.</li> <li>● Artwork display, practical assessment</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons visual, demonstration based.</li> <li>● Cooperative and partner activities.</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> <li>● Ability to access Google translate in native language</li> <li>● Use visual representations of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Individual student needs will be addressed through the student's Individualized Education Plan or 504 Plan. The student's program will be modified to reflect activities that the child can participate in, even if some modifications are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Program modifications may consist of one or more of the following categories: acceleration, enrichment, or grouping.</li> <li>● Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments</li> <li>● Students may be encouraged to pursue independent, self-directed activities carefully monitored by the teacher</li> <li>● Grouping students of like-ability together in arrangements to allow for more appropriate, rapid, or advanced instruction without isolating</li> </ul>

<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Verbal and/or physical assessments for written assessments</li> <li>● Rephrase questions, directions and explanations</li> <li>● Allow extended time to answer questions, and allow drawing as an explanation.</li> </ul>		the exceptionally able student.
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Name of Course		
<b>Unit 4: Medicine, Drugs, &amp; Addiction</b>		
<b>Time Allotted (days of instruction): 6 Weeks</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<b>Standard 2.1</b> Personal and Mental Health		
<b>Standard 2.2</b> Physical Wellness		
<b>Standard 2.3</b> Safety		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do we distinguish between over-the-counter and prescription medications?</li> <li>● Why is it illegal to use or possess certain drugs/substances?</li> <li>● What are possible consequences for using or possessing certain drugs/substances?</li> <li>● What are some common diseases associated with drug use/ misuse (ie. cancer</li> <li>● What is the difference between drug use, abuse, and misuse?</li> <li>● How do advertising, peer pressure, and home environment influence children to experiment with alcohol, tobacco, and other drugs?</li> <li>● How does second-hand smoke affect nonsmokers?</li> <li>● What are short term and long term effects</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.3: Examine how mental</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and post tests</li> <li>● Discuss addiction and use of drugs.</li> <li>● Discuss pressure put on you to take drugs</li> <li>● Explain and discuss situations that might involve making difficult choices. .</li> <li>● Discuss the effects that drugs can have on your body.</li> <li>● Discuss the importance of setting a goal to be drug free.</li> <li>● Discuss rules and laws that deal with drugs.</li> <li>● Discuss the different types of drugs.</li> <li>● Explain the risks of alcohol and tobacco.</li> <li>● Brainstorm potential dangers of abusing drugs, alcohol, or tobacco.</li> </ul>

<p>of alcohol, tobacco, and other drugs?</p> <ul style="list-style-type: none"> <li>• What are the physical effects of inhalants?</li> <li>• What are the signs of drug dependency?</li> <li>• What factors contribute to drug use?</li> </ul>	<p>health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <ul style="list-style-type: none"> <li>• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>• 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>• 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 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.</li> </ul>	
<b>Resources/Materials</b>	Teacher Webpage, www.pecentral.com, <a href="http://www.pe4life.org">www.pe4life.org</a> , <a href="http://openphysed.org/">openphysed.org/</a> , www.discoveryeducation.com <a href="http://www.kidshealth.org">www.kidshealth.org</a> , and www.chosemyplate.gov	
<b>Interdisciplinary Connections</b>	Math, Language Arts, Technology, and Visual and Performing Arts	
<b>21st Century Life and Careers</b>	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<b>Technology Standards</b>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p>	
<b>Diversity/Inclusion</b>	<p><b>6.3 Active Citizenship in the 21st Century.</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paired/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between over-the-counter and</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ participation, teacher observation</li> </ul>

<ul style="list-style-type: none"> <li>● Group activities</li> <li>● Role play</li> <li>● Teacher observation/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> </ul>	<p>prescription medicines.</p> <ul style="list-style-type: none"> <li>● Explain why it is illegal to use or possess certain drugs/substances.</li> <li>● Discuss signs that a person may develop a problem with the use of alcohol, tobacco, and other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>● Show progress of plan.</li> <li>● Artwork display, practical assessment</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Make lessons visual, demonstration based.</li> <li>● Cooperative and partner activities.</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> <li>● Ability to access Google translate in native language</li> <li>● Use visual representations of new vocabulary</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Verbal and/or physical assessments for written assessments</li> <li>● Rephrase questions, directions and explanations</li> <li>● Allow extended time to answer questions, and allow drawing as an explanation.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual student needs will be addressed through the student's Individualized Education Plan or 504 Plan. The student's program will be modified to reflect activities that the child can participate in, even if some modifications are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Program modifications may consist of one or more of the following categories: acceleration, enrichment, or grouping.</li> <li>● Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments</li> <li>● Students may be encouraged to pursue independent, self-directed activities carefully monitored by the teacher</li> <li>● Grouping students of like-ability together in arrangements to allow for more appropriate, rapid, or advanced instruction without isolating the exceptionally able student.</li> </ul>

Name of Course
<b>Unit 5: Safety</b>
<b>Time Allotted (days of instruction): 8 Weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<b>Standard 2.1</b> Personal and Mental Health
<b>Standard 2.2</b> Physical Wellness
<b>Standard 2.3</b> Safety



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Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do we determine that a situation is safe or unsafe?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● How can you identify poisonous products?</li> <li>● Is fire always dangerous?</li> <li>● What steps should we follow if there is a fire?</li> <li>● Why are safety plans important &amp; how are they used?</li> <li>● When do we use basic first-aid procedures?</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> </ul>	<ul style="list-style-type: none"> <li>● Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet</li> <li>● Model how to take care of someone choking</li> <li>● Draw/Create display of safety hazards in the home</li> <li>● Brainstorm list of poisonous products</li> <li>● Examine fire safety checklist</li> <li>● Investigate how to protect themselves in different environmental conditions</li> <li>● Create a home safety plan (exit strategies &amp; map)</li> <li>● Identify safe practices when navigating their neighborhood</li> <li>● Explain and discuss situations that might involve making difficult choices.</li> </ul>
<b>Resources/Materials</b>	Teacher Webpage, <a href="http://www.pecentral.com">www.pecentral.com</a> , <a href="http://www.pe4life.org">www.pe4life.org</a> , <a href="http://openphysed.org/">openphysed.org/</a> , <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> , <a href="http://www.kidshealth.org">www.kidshealth.org</a> , and <a href="http://www.chosemyplate.gov">www.chosemyplate.gov</a>	
<b>Interdisciplinary Connections</b>	Math, Language Arts, Technology, and Visual and Performing Arts	
<b>21st Century Life and Careers</b>	<b>9.2 Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
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	information in order to solve problems individually and collaborate and to create and communicate knowledge
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Paired/group discussions</li> <li>● Group activities</li> <li>● Role play</li> <li>● Teacher observation/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Participation</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● Summarize the various forms of abuse and ways to get help.</li> <li>● Examine and describe the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' participation, teacher observation</li> <li>● Show progress of plan.</li> <li>● Artwork display, practical assessment</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Make lessons visual, demonstration based.</li> <li>● Cooperative and partner activities.</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> <li>● Ability to access Google translate in native language</li> <li>● Use visual representations of new vocabulary</li> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Verbal and/or physical assessments for written assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Individual student needs will be addressed through the student's Individualized Education Plan or 504 Plan. The student's program will be modified to reflect activities that the child can participate in, even if some modifications are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Program modifications may consist of one or more of the following categories: acceleration, enrichment, or grouping.</li> <li>● Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments</li> <li>● Students may be encouraged to pursue independent, self-directed activities carefully monitored by the teacher</li> <li>● Grouping students of like-ability together in arrangements to allow for more appropriate, rapid, or advanced instruction without isolating the exceptionally able student.</li> </ul>

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