

Glen Ridge Board of Education
HEALTH
4th 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		
Unit 1: How the Body Works		
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"> ● Why is it important to know how my body works? ● What happens to the body during exercise? ● How does the Human Body try to protect itself? ● How does the body get nutrients from food to power itself? ● How do heredity and the environment affect personal health and fitness? ● How are most diseases and health conditions preventable? 	<ul style="list-style-type: none"> ● 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.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, 	<ul style="list-style-type: none"> ● Explore the role heredity contributes to health ● Investigate and discuss the basic parts of the skeletal, muscular, circulatory, respiratory, nervous, digestive ● Investigate how the body protect itself during different weather conditions ● Role play ● Label diagrams ● In a small group, list examples of how to keep physically fit, positive social behaviors and emotionally healthy behaviors.

<ul style="list-style-type: none"> ● What is Lyme disease? ● How would you seek help when experiencing a health problem? 	<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"> ● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones ● 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. ● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. ● 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). ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. ● 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: Develop a plan to attain a personal nutrition health goal that 	<ul style="list-style-type: none"> ● Investigate how the body fights diseases and infections ● Identify where to find their heart rate ● Explore what causes Lyme’s disease, signs & symptoms, and treatment ● Investigate heart rate trends during exercise ● Identify the changes of the body while exercising ● Examine how exercise intensity affects the body ● Discuss to why puberty begins and ends at different times for different people
--	---	--

	<p>addresses strengths, needs, and culture.</p> <ul style="list-style-type: none"> ● 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.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. 	
Resources/Materials	Teacher Webpage, www.pecentral.com, www.pe4life.org , openphysed.org/ , www.discoveryeducation.com www.kidshealth.org , and www.chosemyplate.gov	
Interdisciplinary Connections	Math, Language Arts, Technology, and Visual and Performing Arts	
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation</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>	
Technology Standards	<p>8.1 Educational Technology: 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>	

Diversity/Inclusion	6.3 Active Citizenship in the 21st Century. 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.
----------------------------	--

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion ● Paired/group discussions ● Group activities ● Role play ● Teacher observation/feedback 	<ul style="list-style-type: none"> ● Teacher observation ● Participation ● Quizzes 	<ul style="list-style-type: none"> ● Explain the structure and function of human body systems. ● Describe each human life stage and the physical changes that occur at each stage. ● Discuss the importance of the early detection of diseases and health conditions. ● Differentiate between healthy and unhealthy eating patterns. ● Explain how most diseases and health conditions are preventable 	<ul style="list-style-type: none"> ● Students' participation, teacher observation ● Show progress of plan. ● Artwork display, practical assessment

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

<ul style="list-style-type: none"> ● Verbal and/or physical assessments for written assessments ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation. 		
--	--	--

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"> ● What are current public health strategies? Are they effective? ● Why is it important to make healthy choices? ● What are the benefits of participating in daily physical activity? ● What is the importance of good personal hygiene? ● What prevents people from making healthy choices? ● What is stress? ● Why is it important that we can recognize common stressors and manage them in a healthy way? ● What are healthy ways of dealing with stress? ● How do personal health choices impact our own health as well as the health of others? ● What is the difference between 	<ul style="list-style-type: none"> ● 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: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. ● 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). 	<ul style="list-style-type: none"> ● Analyze examples of public health strategies aimed at disease and other health condition prevention ● Create and implement a realistic, personalized, wellness improvement plan. ● Identify, rate and analyze their current hygiene habits and identify how to improve those habits if necessary ● Analyze the difference between communicable and noncommunicable diseases ● Investigate how the body fights diseases and infections ● Investigate the difference between “good” & “harmful” steroids ● Discuss what steps to take if they are not feeling well ● Explore the difference between healthy and unhealthy food choices ● Design a healthy meal ● Discuss effects of certain drugs and alcohol. ● Explain and discuss situations that might involve making difficult choices.

<p>communicable and non-communicable diseases?</p> <ul style="list-style-type: none"> ● How is proper nutrition essential to a student's growth and development? ● What makes food healthy? ● How do you determine appropriate portion sizes? ● What can a pregnant mother do to improve the health of her baby? ● Are all steroids dangerous 	<ul style="list-style-type: none"> ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. ● 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: 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, 	<ul style="list-style-type: none"> ● Role play
--	--	---

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

	<p>evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <ul style="list-style-type: none"> ● 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. 	
Resources/Materials	Teacher Webpage, www.pecentral.com, www.pe4life.org , openphysed.org/ , www.discoveryeducation.com www.kidshealth.org , and www.chosemyplate.gov	
Interdisciplinary Connections	Math, Language Arts, Technology, and Visual and Performing Arts	
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation</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>	
Technology Standards	<p>8.1 Educational Technology: 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>	
Diversity/Inclusion	<p>6.3 Active Citizenship in the 21st Century. 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>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion ● Paired/group discussions ● Group activities ● Role play ● Teacher observation/feedback 	<ul style="list-style-type: none"> ● Teacher observation ● Participation ● Quizzes 	<ul style="list-style-type: none"> ● Describe and demonstrate the personal hygiene practices that support wellness. ● Classify foods by food group, food source, nutritional content and nutritional value. ● Describe the physical, social, and emotional dimensions of wellness. ● Describe ways to cope with rejection, loss, and separation ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 	<ul style="list-style-type: none"> ● Students' participation, teacher observation ● Show progress of plan. ● Artwork display, practical assessment

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

Name of Course		
Unit 3: Communication, Decision Making, & Character Education		
Time Allotted (days of instruction): 8 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"> ● Why is it important to society to have character? ● How does character affect the decisions a student makes in their life? ● How do our actions affect the actions of others? ● What are different strategies to deal with HIB? ● How can students make their school environment a great place to learn? ● Why should you think before acting? ● How do outside factors like parents and television influence health? ● Why are the core ethical values (such as respect, responsibility, trustworthiness, fairness, caring, and good citizenship) important? ● What is the impact of participation in different kinds of service projects on community wellness? ● How do families and individuals address basic human needs? ● Define the following: violence, domestic violence, child abuse, animal cruelty harassment, gang violence, discrimination, and bullying ● What causes stress? ● How can we deal with stress? ● How can you learn to resolve conflicts? 	<ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 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. ● 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. ● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. ● 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). ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional 	<ul style="list-style-type: none"> ● Evaluation situations and determine appropriate responses ● Examine the importance of appreciating and accepting individual differences ● Discuss the importance of being accountable for what they do, for their actions and behavior ● Practice responsible and respectful actions towards people, animals, and the environment I ● Practice using words and actions to help others Students will discuss the importance of being part of a community ● Class discussion about character education traits ● Role play various situations ● Brainstorm projects the class could organize that would positively impact others ● Group Storytelling ● Deep Breathing ● Meditation ● Visual Imagery ● Participate in “Block the Bully” lessons
---	--	--

support, and set boundaries and limits.

- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 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.
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to

	<p>respect other people’s personal boundaries.</p> <ul style="list-style-type: none"> ● 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. ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). 	
Resources/Materials	Teacher Webpage, www.pecentral.com, www.pe4life.org , openphysed.org/ , www.discoveryeducation.com www.kidshealth.org , and www.chosemyplate.gov	
Interdisciplinary Connections	Math, Language Arts, Technology, and Visual and Performing Arts	
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation</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>	
Technology Standards	<p>8.1 Educational Technology: 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>	
Diversity/Inclusion	<p>6.3 Active Citizenship in the 21st Century. 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>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion ● Paired/group discussions ● Group activities ● Role play ● Teacher observation/feedback 	<ul style="list-style-type: none"> ● Teacher observation ● Participation ● Quizzes 	<ul style="list-style-type: none"> ● Explain how an individual’s character develops over time and impacts personal health. ● Explain why core ethical values are important in the local and world community. ● Demonstrate effective interpersonal communication ● Demonstrate effective conflict resolution strategies ● Compare the roles, rights, and responsibilities of various family members. 	<ul style="list-style-type: none"> ● Students’ participation, teacher observation ● Show progress of plan. ● Artwork display, practical assessment

		<ul style="list-style-type: none"> ● Discuss how an individual's character positively impacts individual and group goals and successes. ● Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors. 	
--	--	---	--

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

Unit 4: Medicine, Drugs, & Addiction

Time Allotted (days of instruction): 8 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"> ● How do we distinguish between over-the-counter and prescription medications? ● Why is it illegal to use or possess certain drugs/substances? ● What are possible consequences for using or possessing certain drugs/substances? ● What is the difference between drug use, abuse, and misuse? ● How do advertising, peer pressure, and home environment influence children to experiment with alcohol, tobacco, vaping, and other drugs? ● How does second-hand smoke affect nonsmokers? ● What are short term and long term effects of alcohol, tobacco, and other drugs? ● What are some common diseases associated with drug use/ misuse (ie. cancer ● What are the physical effects of inhalants? ● What are the signs of drug dependency? ● What factors contribute to drug use? 	<ul style="list-style-type: none"> ● 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. ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). ● 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.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 	<ul style="list-style-type: none"> ● Discuss how to use the decision-making process to resist pressure to use, misuse, and abuse substances ● Discuss addiction and use of drugs. ● Discuss pressure put on you to take drugs. ● Discuss the effects that drugs can have on your body. ● Discuss the importance of setting a goal to be drug free. ● Discuss the different types of drugs. ● Investigate common side effects of medicine ● Explain the risks of alcohol and tobacco. ● Brainstorm potential dangers of abusing drugs, alcohol, or tobacco.

	<p>cannabis products.</p> <ul style="list-style-type: none"> ● 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. 	
Resources/Materials	Teacher Webpage, www.pecentral.com, www.pe4life.org , openphysed.org/ , www.discoveryeducation.com www.kidshealth.org , www.fda.org and www.chosemyplate.gov	
Interdisciplinary Connections	Math, Language Arts, Technology, and Visual and Performing Arts	
21st Century Life and Careers	9.2 Career Awareness, Exploration, and Preparation 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.	
Technology Standards	8.1 Educational Technology: 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	
Diversity/Inclusion	6.3 Active Citizenship in the 21st Century. 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.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion ● Paired/group discussions ● Group activities ● Role play ● Teacher observation/feedback 	<ul style="list-style-type: none"> ● Teacher observation ● Participation ● Quizzes 	<ul style="list-style-type: none"> ● Identify commonly used medicines, and discuss their uses ● Identify possible side effects of common types of medicines. ● Describe the short- and long-term physical effects of tobacco use. ● Describe signs of drug abuse/misuse/dependence ● Identify where individuals with a substance abuse problem can get help. 	<ul style="list-style-type: none"> ● Students' participation, teacher observation ● Show progress of plan. ● Artwork display, practical assessment

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

Name of Course		
Unit 5: Safety		
Time Allotted (days of instruction): 8 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"> ● How do we determine that a situation is safe or unsafe? ● What is the difference between healthy and unhealthy risks? ● What is a risk assessment model? ● How can students act responsibly to avoid dangerous situations? ● Why is it important to know basic first response procedures? ● When do we use basic first-aid procedures? ● What can students do to promote safety in their home and community? ● Why are safety plans important & how are they used? 	<ul style="list-style-type: none"> ● 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.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. ● 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) 	<ul style="list-style-type: none"> ● Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet ● Model how to take care of a someone choking ● Draw/Create display of safety hazards in the home ● Create a home safety plan (exit strategies & map) ● Evaluate the safety of different situations and determine the safest action to proceed ● Practice simple first-aid procedures ● Brainstorm strategies to promote a safe school environment ● Evaluate and determine functionality of backpacks ● Analyze the relationship between positive health behaviors and the prevention of injuries ● Analyze their personal risk taking behaviors which could lead to injury ● Investigate forms of child abuse & how to recognize the signs ● Examine the roles played by different health providers in promoting safety and preventing injuries
Resources/Materials	Teacher Webpage, www.pecentral.com, www.pe4life.org , openphysed.org/ , www.discoveryeducation.com www.kidshealth.org , and www.chosemyplate.gov	
Interdisciplinary Connections	Math, Language Arts, Technology, and Visual and Performing Arts	
21st Century Life and Careers	9.2 Career Awareness, Exploration, and Preparation 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.	
Technology Standards	8.1 Educational Technology: 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	
Diversity/Inclusion	6.3 Active Citizenship in the 21st Century. 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.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion ● Paired/group discussions ● Group activities ● Role play ● Teacher observation/feedback 	<ul style="list-style-type: none"> ● Teacher observation ● Participation ● Quizzes 	<ul style="list-style-type: none"> ● Summarize the various forms of abuse and ways to get help ● Describe the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation ● Discuss how parents, peers, and the media influence health decisions and behaviors. ● Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns. 	<ul style="list-style-type: none"> ● Students' participation, teacher observation ● Show progress of plan. ● Artwork display, practical assessment

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

<ul style="list-style-type: none">● Verbal and/or physical assessments for written assessments● Rephrase questions, directions and explanations● Allow extended time to answer questions, and allow drawing as an explanation.		
--	--	--