

**Belvidere Cluster Wide  
Health Curriculum  
Grade 4  
Updated Fall 2023**

**\*This Curriculum can be interjected or taught as separate units in conjunction with Physical Education Classes  
\*\*Physical Education Department will further develop unit materials for updated curriculums**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers

- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

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### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding

- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1 Health, Wellness, Grade 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **September-October**  
Status: **Published**

## Core Ideas

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Health is influenced by the interaction of body systems

Puberty is a time of physical, social, and emotional changes.

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations

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.

## Essential Questions

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What are health strategies that enhance personal wellness?

How can identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of self and others?

What are the common characteristics of puberty?

What are the roles of hormones in puberty?

What does a balanced nutritional plan consist of?

## New Jersey Student Learning Standards

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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).
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.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
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).
2.2.5.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.

## Student Learning Objectives

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Students will:

Identify public health strategies and the impact they have on preventing disease and health conditions.

Create a healthy meal through the identification and analysis of nutritional data.

Analyze personal fitness levels to develop and demonstrate an individualized wellness plan.

Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Explain how personal health practices and behaviors affect an individual's body systems.

Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

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Compare and contrast healthy and unhealthy eating practices.  
Analyze a meal and determine its health value based on nutritional content, value, calories, and cost.  
Interpret food product labels and determine the health value of the food.  
Explain how to prevent diseases.  
Identify ways to improve health conditions.  
Identify and explain how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.  
Identify ways to improve mental health.  
Explain how mental health impacts one's wellness.  
Explain the role of hormones during puberty.  
Identify the physical, emotional, and social changes during puberty.

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### **Instructional Activities**

View and discuss nutritional videos.  
Read and discuss different food labels.  
Guest speaker regarding mental illness.  
Research Projects regarding Mental Health and Wellness  
Create an action plan for their safety –this can include, healthy choices, fire prevention, winter safety, beach safety. Whichever they choose, students must explain how this impacts their health.  
Discuss what factors impact their social and emotional health. Then they will introduce a way to relieve stress - ie. Yoga, music relaxations, exercises, etc.  
Balanced Meal Plan design

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### **Interdisciplinary Connections**

Math: Research and analyze statistics, Determine measurements of food goods  
ELA: Research adolescent diseases - detection/prevention/nutrition, Journal Writing - Personal Food Diary  
Technology: Create InfoGraphic

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### **Assessment**

**SLO: 2 Goal:** Students will identify public health strategies and the impact they have on preventing disease and health conditions.

**Assessment Activity:** 1). The teacher will divide the class into 5 groups. Assign one of the following health programs to each group to research: A) School-based B) Community-based C) State D) Federal E) International 2). Research should include: A) Names of agencies and contact information (one or two) B) Services/programs they provide to the public C) What are an individual's qualifications for service? D) What type of professionals are the employees? E) Where are the facilities located? F) How are they funded? 3). Have each group discuss the impact the absence of this agency might have on the health of the general public. Share findings with the class through oral presentation. Wrap up: Have students peruse the "Kids Health.org" site to learn at least one new fact about a health service that provides education on prevention of diseases.

**SLO: 5 Goal:** Students will create a healthy meal through the identification and analysis of nutritional data.

**Assessment Activity:** Activity: 1). Each student will receive a "My Plate" placemat. Explain that the activity will be to construct a "healthy meal" targeting breakfast, lunch or dinner. 2). Each student should have reference materials (food label handout) and a computer to research the URLs provided below. 3). Supply the class with enough paper; pencils for drawing; colored pencils and markers, magazines that contain pictures of food, scissors and glue. The students will use the materials to create their healthy meals by drawing them or creating them with pictures from the magazines. 4). As students finish their projects, have them placed on a

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table that the teacher has “set” for a meal. (hint: a nice table cloth would “set the tone”) 5. Students will provide a description of what makes their meal “healthy”.

#### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

#### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

#### **Texts and Resources**

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[NJ Model Curriculum - Health Grade 4](#)

[Learn Together/Eat Together/Play Together Lesson Plans](#)

[My Plate Shuffle - Assessment Included](#)

[Nutrition and Gardening Lesson Plan - Assessment Included](#)

[Nutrition and Recipe Activity](#)

[Understanding the Flu - Student Online Reading/Assessment](#)

Brainpop “Food Safety” online video: <http://www.brainpop.com/health/nutrition/foodsafety/>

KidsHealth.org online article “When it’s Just You After School” [Read Aloud.](#)

Kids Health.org online article “Being Safe in the Kitchen” [Read Aloud.](#)

Kids Health.org online article “What to Do in a Fire” [http://kidshealth.org/kid/watch/er/fire\\_safety.html](http://kidshealth.org/kid/watch/er/fire_safety.html)

# Unit #2, Personal Safety Grade 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Status: **Published**

## Core Ideas

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Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

Understanding proper strategies to avoid the risk of injuries at home, school, and in the community.

There are strategies that individuals can use to communicate safely in an online environment.

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.

There are actions that individuals can take to help prevent diseases and stay healthy

Demonstrate First Aid Procedures for bleeding, burning, choking, poisoning and stroke (F.A.S.T.)

## Essential Questions

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Why is it important to use common sense in potentially harmful situations?

Why is it important to know your environment in regards to safety

Why is critical thinking important in keeping our bodies safe?

How does our communication and actions affect our emotions and relationships?

What strategies could you use in order to maintain a safe environment when communicating online?

What actions could be taken to help prevent diseases and to stay healthy?

What is the value of privacy?

What are Basic First Aid procedures and when should they be used?

## New Jersey Student Learning Standards

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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.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
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.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).

## Student Learning Objectives

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Students will:

Identify basic first aid procedures and what to treat/ react to a first aid incident

Develop strategies to reduce the risk of injuries at home, school, and community

Identify unsafe behaviors in a car and come up with a solution to correct the behavior

Identify safe and unsafe communication through digital media

Demonstrate strategies to use to leave an uncomfortable or unsafe situation.

Explain how mental health can impact one's overall wellness



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## **Instructional Activities**

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Research local support groups and share with a partner.

Complete a research project on Mental Health strategies.

Discuss what factors impact their social and emotional health. Then they will introduce a way to relieve stress - ie. Yoga, music relaxations, exercises, etc.

Goal: Students will describe how the decision-making process can be used to avoid substance use, misuse, and abuse when being influenced by others.

View video about online safety and have class discussion

Guest Speaker to demonstrate and proactive Basic First Aid.

Role playing about safe online communication

## **Interdisciplinary Connections**

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PE – using yoga or other physical activities to relieve stress

Technology – research

ELA – essays from their research

## **Assessment**

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Complete Bonko's Body Quiz at: [http://pbskids.org/itsmylife/games/smoking\\_flash.html](http://pbskids.org/itsmylife/games/smoking_flash.html)

Index Card Summaries/ Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

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**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration

Presentation

Project

Portfolio

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**Texts and Resources**

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u2.pdf> -NJ model curriculum assessment

[Nj Model Curriculum SLO](#)

# Unit #3, Health, Alcohol, Tobacco and other drugs, Grade 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **December-February**  
Status: **Published**

## Core Ideas

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The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences

Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

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

## Essential Questions

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Why is it dangerous and harmful to use drugs in unsafe ways?

What factors cause substance abuse?

How do peers, the media, adults and the home environment influence children and teenagers in trying alcohol, tobacco, and other drugs?

Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?

## New Jersey Student Learning Standards

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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.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
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.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
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).

## Student Learning Objectives

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Students will:

Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.

Identify the possible side effects that medicines may cause even when used appropriately.

Identify the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.

Identify situations or environments where second hand smoke could impact the health of nonsmokers.

Compare and contrast over-the-counter and prescription medicines.

Explain possible side effects of common types of medicines.

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Explain why it is illegal to use or possess certain drugs/substances.  
Identify possible consequences for drug possession.  
Compare the short- and long-term physical effects of all types of tobacco use.  
Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.  
Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.  
Identify the short- and long- term physical effects of inhaling certain substances.  
Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.  
Compare and contrast between drug use, abuse, and misuse.  
Explain how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

### **Instructional Activities**

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Research local support groups for tobacco-use cessation.  
Create an action plan for their safety –this can include, healthy choices, fire prevention, winter safety, beach safety. Whichever they choose, students must explain how this impacts their health.  
Discuss what factors impact their social and emotional health. Then they will introduce a way to relieve stress - ie. Yoga, music relaxations, exercises, etc.  
Goal: Students will describe how the decision-making process can be used to avoid substance use, misuse, and abuse when being influenced by others.

Activity:

- 1). Review decision-making skills from previous lessons.
- 2). Have students work in small groups of 2-3. Students will construct a list of things that may influence an individual's decisions (family, friends, media, etc.)
- 3). Have groups analyze what consequences may come from these influences when making poor choices with alcohol, tobacco, or other drugs.
- 4). Each group will present a "role play" of a situation incorporating decision-making and avoidance skills.
- 5). Wrap up by having each group contribute an idea for what a student might incorporate into their life that may affirm self-esteem and positive decision-making. (i.e. participating in different activities, especially with family, setting health-related goals....)

Goal: Students will identify possible side effects that medicines may cause even when used appropriately.

Activity:

- 1). Have students work in small groups of 2-3 with a "prescription label" provided by the instructor.
- 2). Using laptops, have the students research what prescription drug is on the label and list its possible side effects when "taken as directed."
- 3). When the group work is completed, have students discuss how these possible side effects may interfere with an individual's daily routine (including sleep).
- 4). What consequences might these side effects have on the function of the family?

Resource: [http://www.pfizer.com/files/health/medicine\\_safety/1-1\\_Medicine\\_Safety\\_and\\_You.pdf](http://www.pfizer.com/files/health/medicine_safety/1-1_Medicine_Safety_and_You.pdf) (provides explanation of understanding side effects . Includes a work chart for use in classroom activity)

Goal: Students will demonstrate understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health.

Activity: The short-term effects of alcohol, tobacco and drug use/abuse are more immediate to the function of the body (i.e. heart rate, breathing, confusion, nausea, irritability, loss of sleep, etc.). The long-term effects of alcohol, tobacco, and drug use/abuse occur over a period of time and involve the destruction of the physical and mental state of the body and its organ functions (i.e. liver and kidney disease, brain swelling, paranoia, deterioration of circulatory system, etc.).

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- 1). Students will be divided into four groups. Assign each group one of the following: a). alcohol c). prescription drugs b). tobacco d). illicit drugs (including inhalants)
  - 2). Each group will be given 12 paper plates and a 24" piece of paper for the "heading" of their group's assignment. Allow them time for research and discussion (laptops, texts, handouts, etc.) on short and long term effects and consequences of their assigned substance. On each paper plate have them draw or write ONE effect/consequence illustrating if possible. On the BACK of each plate, have each group write SHORT or LONG term.
  - 3). Along the perimeter walls have each group post their "heading" and beneath it place their paper plates. After completing the plates, have the teacher guide the class through each group's posting. Students NOT in the group being discussed will try to state if each plate is a SHORT or LONG term effect.
- Resources: <http://drugfacts4youngpeople.com/>

Goal: Students will describe situations and environments where second hand smoke could impact the health of nonsmokers.

Activity: 1). View YOU TUBE VIDEO ON SECOND HAND SMOKE: "SECOND HAND ROSE" (young boy singing to tune of "Second Hand Rose" shows room filling with smoke)[https://www.youtube.com/watch?v=LORfp9\\_1IY0](https://www.youtube.com/watch?v=LORfp9_1IY0)

2). After viewing the video have the entire class contribute to a discussion on: A) What went through your mind as you watched the room fill up with smoke as the young boy sang? B) Can you name one fact about smoking that was in the lyrics of his song? C) Have you ever been in a situation where you were exposed to secondhand smoke? Describe the overall environment. D) Using your prior knowledge, what could you have done to correct or avoid your situation?

3). Wrap up: Using a 3D or printed model of the respiratory system, have the class trace the entry of "secondhand smoke" into the lungs.

Resources: [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/secondhand\\_smoke/health\\_effects/index.htm#children](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm#children)

CDC GRAPHIC INFO POSTER [www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf](http://www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf)

FACT SHEET FROM "TOBACCO FREE

KIDS.ORG" <http://www.tobaccofreekids.org/research/factsheets/pdf/0104.pdf>

Goal: Students will demonstrate the ability to differentiate between drug use, misuse and abuse and determine factors (prescription use, not following prescribed directions, addiction) and consequences that could potentially occur.

Activity: Teachers should review the following before the assessment is given. Using drugs safely by understanding medications and what they do. What is the difference between a prescriptive and an "over the counter" medication? How to read prescription labels and follow directions on medication bottles. Consequences of using another person's prescriptions or misusing your own. How the misuse and abuse of medications may lead to addictions. Know steps to take in case over the counter or prescription medicines are taken incorrectly. Misuse: leading to drug poisoning; drugs interacting with one another; not following medical instructions. Abuse: using prescription medicines in ways NOT intended by the prescribing doctor. Using for the feelings (high) you get from the drugs. Addiction: is a persistent, compulsive dependence on a behavior or substance. \* Teachers will need to print out prescription medication labels from internet sources (at least six different ones and photocopy so there are enough for each student to have one). 1). Have students move about the classroom until they have located all of those students who have the SAME prescription label they hold. Students have now "grouped" themselves. 2). Using resource materials (see below for "anatomy of a prescription label") and internet connections have students analyze information on their label (i.e. what IS the medication and what is its purpose {s}, possible side effects or interactions). 3). Have each group make a short summative presentation to include all information the group found. Include effects of misuse and/or abuse of the medication. 4). Wrap up: Have students complete the "Medication Quiz" found at: <http://kidshealth.org/teen/quizzes/medications-quiz.html>

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Resources: <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm220112.htm>  
<http://www.talkaboutrx.org/documents/WarningSigns.pdf>

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### **Interdisciplinary Connections**

PE – using yoga or other physical activities to relieve stress  
Technology – research  
ELA – essays from their research  
Math & Science- understanding a nutrition label

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### **Assessment**

Complete Bonko's Body Quiz at: [http://pbskids.org/itsmylife/games/smoking\\_flash.html](http://pbskids.org/itsmylife/games/smoking_flash.html)

Index Card Summaries/ Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

#### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

#### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

## Texts and Resources

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<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u2.pdf> -NJ model curriculum assessment

[Nj Model Curriculum SLO](#)

[http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)

PBS Kids – Smoking: [Health Hazards](#)

and PBS Kids – Smoking: [What’s in a Cigarette?](#)

Complete Bonko’s Body Quiz at: [http://pbskids.org/itsmylife/games/smoking\\_flash.html](http://pbskids.org/itsmylife/games/smoking_flash.html)

computer [www.pbskids.org/itsmylife/games/smoking\\_flash.html](http://www.pbskids.org/itsmylife/games/smoking_flash.html)

KidsHealth.org online article: “Smoking Stinks” <http://kidshealth.org/kid/watch/house/smoking.html>

[http://kidshealth.org/kid/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw_main_page.html)

Brainpop.com video “Alcohol” <http://www.brainpop.com/health/nutrition/alcohol>

[www.choosemyplate.gov](http://www.choosemyplate.gov)

KidsHealth.org online article “What You Need to Know About

Drugs” [http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)

PBS Kids – Smoking: [Health Hazards](#)

PBS Kids – Smoking: [What’s in a Cigarette?](#)

KidsHealth.org online article: “Smoking Stinks” <http://kidshealth.org/kid/watch/house/smoking.html>

KidsHealth.org video: “How the Body WorksLungs” in order to gain a better understanding of the respiratory system [http://kidshealth.org/kid/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw_main_page.html)

Students will view the Brainpop.com video “Alcohol” <http://www.brainpop.com/health/nutrition/alcohol>

# Unit #4, Family Life, Grade 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **March-April**  
Status: **Published**

## Core Ideas

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Pregnancy can be achieved through a variety of methods.

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.

## Essential Questions

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What qualities may influence family members?

What are the different ways pregnancy could be achieved?

How can you make all individuals feel included regardless of their gender, gender expression, or sexual orientation?

What are the fundamental stages during fetal development during pregnancy?

How do relationships change over time?

What is the importance of communication with family members?

## New Jersey Student Learning Standards

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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).
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.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
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.PGD.1	Explain the relationship between sexual intercourse and human reproduction.
2.1.5.PGD.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
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.SSH.1:	Describe gender-role stereotypes and their potential impact on self and others.
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 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.

## Student Learning Objectives

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Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members.

Explain why puberty begins and ends at different times for each individual person.



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Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.

Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females

Compare the difference between health decisions that can be made alone and with help.

Describe the fundamental stages of fetal development during pregnancy.

Describe the changes that occur during adolescence.

Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.

Identify the signs of pregnancy.

Explain the role of the pituitary gland

Understand the structure and function of the reproductive system.

Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.

Support the idea that the health of the mother relates to the health of the child.

Explain and defend the purpose of core values in a diverse world.

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### **Instructional Activities**

After a review of family dynamics, have students work individually on a short list of what “structure or guidelines” his/her family has in place (i.e. behavior, discipline, chores/responsibilities around the home, “family time”, making group decisions, etc.). Ask students to choose ONE from their list and write about it as if they were telling a story about their family. The story must include: A) Characters B) Setting C) Plot D) Conflict E) Resolution (include how this affected others in the story) After the class has completed the activity ask for volunteers to share their stories.

Request a picture of each student that depicts them in Grade 3. 2). Make available paper/pencil and arts supplies (enough for the class to share). 3). Fold a piece of large white paper in half lengthwise. Have the students draw themselves using the image from Grade 3 on the left side. 4). Now draw a picture of yourself as you are presently in Grade 4. Use the same clothing in each self- portrait. (Do you still fit into that outfit at home?) 5). Do you notice any change in the way your clothes fit, your physical appearance or the way you feel about yourself? 6). Have student portraits hung around the room. Does it seem like some students in class might be growing or changing at different rates? 7). Class may discuss how students are experiencing different physical changes than others, illustrating how not everyone will go through puberty at the same time or pace

Have students describe the changes and the growth of the fetus during the three trimesters. Students will list the changes under the appropriate picture. Examples 1). First trimester- i.e. heart pumps blood, organs, systems and limbs begin to form. 2). Second trimester- i.e. the fetus can hear, moves, kicks, sleeps, skin changes and hair begins to grow. 3. Third trimester- i.e. open close eyes, brain growth, can respond to light and sound.

Build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests.

Students will read and discuss Lesson 5, Your Future Growth, p. B26 Chapter 2 of Macmillan/McGraw Hill Health Textbook Grade 4, and identify the physical, mental and emotional changes an adolescent will go through.

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### **Interdisciplinary Connections**

ELA – Story Writing, Compare Contrast

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## **Assessment**

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Communicate with a student in another country using ePals. After exchanging at least four inquiry-based emails, create digital presentations about themselves and their ePals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.

Quiz- Students will describe the fundamental stages of fetal development during pregnancy.

Exit Slip- Students will identify three changes that occur during adolescence

Oral Presentation- Students will explain why puberty begins and ends at different times for each individual.

Research Paper- Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

### **Texts and Resources**

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[http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre\\_](http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_) over view (Detailed description of the project including templates )

<http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/> (sample blog)

Macmillan/McGraw Hill Health Textbook Grade 4

[www.mmhhealth.com](http://www.mmhhealth.com)

# Unit #5, Health Community Skills, Grade 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **May-June**  
Status: **Published**

## Core Ideas

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Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

An individual's thoughts and feelings lead to healthy and unhealthy behaviors.

There are many strategies that can be taken to help prevent the spread of communicable and infectious diseases.

## Essential Questions

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Who are the professionals and personnel that are available to you to assist with health emergencies?

How does decision making resolve potential situations of bullying, discrimination, violence, gang violence, and harassment?

What are effective interpersonal communication skills in response to disagreements or conflicts with others?

What are personal character traits that promote wellness and why is it important?

How can participating in different types of service projects have an impact on community wellness?

How can businesses, non-profit organizations, and individuals work together to address health issues?

How and when do you seek proper help when yourself or others are experiencing a health emergency?

What are the different coping strategies that an individual can use when faced with a difficult situation?

## New Jersey Student Learning Standards

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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.CHSS.1	Identify health services and resources available and determine how each assist 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.2	Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

## Student Learning Objectives

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Demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.

Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Display the ability to explain personal character traits that promote wellness and their importance in the local and world community.

Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.

Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.

Identify what causes stress and describe strategies to deal with stressful situations.

Identify the relationship of personal health practices and behaviors on an individual's body systems.

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Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Explain how to prevent diseases and poor health conditions.

Explain how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

Identify the characteristics of safe and unsafe situations.

Identify strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Explain the various forms of abuse and ways to get help.

Explain the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

Explain the steps for simple first-aid procedures for choking, bleeding, burns, and poisoning.

Compare and contrast how individuals and families attempt to address basic human needs.

Compare and contrast violence, harassment, gang violence, discrimination, and bullying.

Create strategies to prevent and resolve violence, harassment, gang violence, discrimination, and bullying.

Identify ways to cope with rejection, loss, and separation.

Identify the causes of stress.

Explain ways to deal with stressful situations.

Explain the impact of participation in different kinds of service projects on community wellness.

Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

Explain when and how to seek help when experiencing a health problem.

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## **Instructional Activities**

### **Effective Decision Making**

Students will demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Activity: Review \* Definition of effective decision-making: Decision making can be defined as the process of making choices among possible alternatives. The skills considered important to effective decision making are based on a normative model of decision making, which prescribes how decisions should be made. These skills include: 1) identifying the decision; 2) explore the alternatives; 3) assessing the likelihood of each consequence; and 4) make a decision. \* What are the “situations” named within the SLO? 1). Have students work in five equal groups (each one representing the 5 “situations” within the SLO): A) Bullying B) Discrimination C) Violence D) Gang violence E) Harassment

Using the definition of decision-making in the REVIEW section, have each student propose a scenario describing a situation that might lead to a conflict. Have the group decide on one of the suggestions. 3). Students will contribute to the writing of a role play for a presentation to the class that resolves the problem. The role play should include non-violent and appropriate strategies to manage/resolve the conflict and consequences of the described behavior. 4). Allow each group to present their role plays to the class. Have the class discuss each scenario after they are presented to see if there could have been an alternative solution. What are the positive outcomes of using “conflict resolution?”

Resource: [www.kidshealth.org](http://www.kidshealth.org) **Interpersonal Communication**

Students will demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.

Activity: 1). Using paper/pencil to create a list, have small groups brainstorm situations that could make them angry. 2). Think about what your responses HAVE been in these type situations. 3). Individuals will now choose a situation from the list and using the skills of conflict resolution write about the alternative ways to deal with anger in a healthier way.

Resource: [http://classroom.kidshealth.org/3to5/personal/growing/conflict\\_resolution.pdf](http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf)

### **Service Projects**

Students will display the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social).

Activity: 1). Have the class construct a list on the board of what existing issues might be addressed within OUR community that would benefit its “wellness”. 2). Have students work in small groups (3-4). Have them develop a project to address one of the issues on the list that our community faces. Name the project so that it attracts volunteers or name a specific group that might be able to participate, if any materials/resources are needed, a time frame for completion, and what overall impact this project will have on our community wellness.

WRAP UP: Discuss the value of each project on community wellness. Have the class decide which ones may be written and submitted to the school administrator for possible consideration as service learning projects for local high school students.

\* Community Service: TOP 10 Reasons for

Volunteering <https://students.ucsd.edu/student-life/involvement/community/reasons.html>

\* Have students discuss different service projects that may have been done within the community by individuals/groups. (i.e. shoreline clean up). \* What impact or result did these projects have on our community as a whole?

### **Emergency Situations**

Students will display the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.

Activity: 1) To divide the class into four equal groups, make equal numbers of cards with the following: A) LARGE “X’s” (choking symbol...arms crossed, clutching neck). B) LARGE RED “droplet” (symbol for bleeding). C) FLAME (symbol for burns). D) SKULL and CROSSED BONES (symbol for poisoning). 2). Mix up the cards and hand one to each student in the class. Have the students hold the card on their foreheads symbol facing outward so that it may be seen by others. With NO verbal communication, students must group them-selves according to symbols. 3). Once grouped have the students create a scenario with resolution for their emergency first aid situation including the following information: • How to recognize the potential emergency. • Explain and demonstrate how to properly handle the situation according to simple medical procedures. • How to determine the need for more highly trained medical personnel or not. • How and from where to summon such medical personnel. • How could this first aid emergency have been prevented? 4). Have each group demonstrate and explain their scenarios giving everyone in the group an active role.

WRAP UP: Have a class discussion asking students why it is important for individuals to be trained in simple first aid procedures (first aid for choking, bleeding, burns, and poisoning). What are the benefits of learning these first aid procedures? Are there reasons why someone should NOT attempt to use these first aid procedures?

### **Stressors**

Students will display the ability to identify what causes stress and describe strategies to deal with stressful situations.

Activity: 1). Have students work individually on this activity. Give paper and pencil and ask them to identify one stressor for each: home, with friends, in school/community, and in environment. 2). Have students identify the causes for each stressor and a personal strategy to relieve the stress. Could any of your stressors have had a positive effect on you? 3). Qualify if the stress relief is either physical or mental in type 4). Ask for volunteers to share one of the stressor they identified. What were the causes? Could it have been prevented? Was the stress negative or with control could it have had a positive affect?

WRAP UP:

Have class make a list of ONLY positive stressors. How are any of these going to contribute to making me a better/strong person of character?

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## **Interdisciplinary Connections**

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ELA – essays, lists, discussions

Theater: role plays

## **Assessment**

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Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs.

Repeat.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

## **Texts and Resources**

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[Vandalism Statistics State of NJ](#)

[Bike Safety in the Community](#)

[Community Health Videos - SchoolTube](#)

[Learn about Feelings - Student Driven Activities](#)

[Scholastic Resources](#)

[Readworks Paired Passages - Health](#)