

To view the complete 2020 New Jersey Student Learning Standards for Health and Physical Education please visit:  
[Health and PE](#)

<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Personal Growth and Development.</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.1.4.A.1</b> Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. <b>2.1.4.A.2</b> Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p><b>NJSLS:</b></p> <p><b>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).</b></p> <ul style="list-style-type: none"> <li>• <b>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</b></li> <li>• <b>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.</b></li> </ul>	
<p><b>Big Ideas:</b></p> <p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<p><b>Essential Questions:</b></p> <p>What causes optimal growth and development?</p>	<p><b>Enduring Understandings:</b></p> <p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Describe the structure and function of human body systems, including the digestive, nervous, skeletal, cardiovascular, circulatory, muscular, central nervous and respiratory systems.</li> <li>· Identify each human life stage and name the physical changes that occur at each stage. (Infancy, Toddlerhood, Early Childhood, Adolescence, Adulthood, Later Adulthood)</li> <li>· Discuss factors that affect growth.</li> <li>· Discuss how physical, social, emotional, and mental dimensions of wellness can affect one another.</li> <li>· Explain how social, emotional, and mental wellness change and why they change.</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Body/Organ Manikins</li> <li>· Organ Pictures</li> <li>· Paper/Paint/Crayon/Marker</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Digestive System</li> <li>· Nervous System</li> <li>· Skeletal System</li> <li>· Cardiovascular System</li> <li>· Circulatory System</li> <li>· Muscular System</li> <li>· Respiratory System</li> <li>· Central Nervous System</li> <li>· Social Wellness</li> <li>· Emotional Wellness</li> <li>· Mental Wellness</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Body and Organ Sketches</li> </ul>	

<ul style="list-style-type: none"> <li>· Computer Animated Organ Placement</li> <li>· Manikin Placements and Identification</li> <li>· Role Playing</li> <li>· Counselor Introduction and Visit</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Family Communication</li> <li>· Body Responses to Activity</li> <li>· Self-Understanding</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> </ul>	
<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills</b></p>	<p><b>Strand: B. Nutrition</b></p>

<b>to support a healthy, active lifestyle.</b>	
<b>NJCCCS:</b>	
<p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p>	
<b>NJSLs</b>	
<ul style="list-style-type: none"> <li>• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>	
<b>Big Ideas:</b>	
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What makes a food healthy?	There are many short and long term health benefits and risks associated with nutritional choices.
How do you determine appropriate portion sizes?	
<b>Big Ideas:</b>	
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
	An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
<b>Knowledge, Skills, and Instructional Objectives:</b>	

<p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Compare and contrast healthy and unhealthy eating patterns and trends.</li> <li>· Categorize foods according to food groups (plate sections), their sources, nutritional value, and nutritional content.</li> <li>· Create a daily diet log and evaluate according to healthy vs. unhealthy eating patterns and food groups (plate sections) and nutritional content.</li> <li>· Identify and interpret nutrition labels.</li> <li>· Discuss importance of not skipping meals.</li> <li>· Examine food advertisements and discuss validity.</li> <li>· Explain and display an understanding of proper portion sizes.</li> <li>· Compare and contrast various food preparation alternatives and how they affect nutritional value.</li> <li>· Describe how proper eating habits can affect weight control.</li> </ul>
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Food Labels</li> <li>· Calorie Websites/Guides</li> <li>· Food Advertisements</li> <li>· MyPlate.gov</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· MyPlate.gov</li> <li>· Portion Size</li> <li>· Calories</li> <li>· Protein</li> <li>· Carbohydrates</li> <li>· Fat</li> <li>· Vitamins and Minerals</li> <li>· Diet</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> <li>· Inline Food Journals</li> </ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Food Journals</li> <li>· Food Advertisement Consumer Report</li> <li>· Eating Healthy Fast Food Style Project</li> <li>· Food Preparation Alternatives (In Class)</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Preparing Grocery Shopping List</li> <li>· Healthy Diet Changes</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> </ul>	

<ul style="list-style-type: none"> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> </ul>
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**2.1 Wellness - All students will acquire health promotion concepts and skills**

**Strand: C. Diseases and Health Conditions**

to support a healthy, active lifestyle.

**NJCCCS:**

**2.1.4.C.1** Explain how most diseases and health conditions are preventable.

**2.1.4.C.2** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

**2.1.4.C.3** Explain how mental health impacts one's wellness.

**NJSLS:**

• **2.3.2.HCDM.3:** Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

• **2.3.2.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).

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

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

To what extent can we keep ourselves disease free?

**Enduring Understandings:**

Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Explain why it is important for early detection of disease and other health conditions.
- Research ways to treat common childhood diseases and health conditions.
- Explain ways to prevent various childhood diseases and conditions.
- Examine why some diseases and health conditions are not preventable.
- Describe various signs and symptoms of common childhood diseases and health conditions.
- Research and identify how mental health can affect physical health.

**Instructional Materials/Resources:**

- CDC Handouts
- Signs and Symptoms List
- Petri Dish

**Suggested Vocabulary**

- Prevention
- Heredity
- Mental Health
- Germ
- Virus
- Infection
- Bacteria

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Germ growth in Petri Dish</li> <li>· Discussion – Social hygienic practices (Coughing, Sneezing, Belching, etc.)</li> </ul>
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<ul style="list-style-type: none"> <li>· Younger Grade Buddy Project</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Ensuring a clean and safe home.</li> <li>· School Germ Safety</li> <li>· Bathroom Etiquette</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> </ul>
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<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: D. Safety</b></p>
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<p><b>NJCCCS:</b></p> <p>2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.4.D.2 Summarize the various forms of abuse and ways to get help.</p> <p>2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p> <p>2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
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**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

What is the difference between healthy and unhealthy risks?

Why do we sometimes take risks that can cause harm to ourselves or others?

**Enduring Understandings:**

Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Examine the characteristics that make particular situation either safe or unsafe.
- Develop and create strategies that help prevent the possibility of injury at home, school, and community. · Identify the characteristics of strangers, acquaintances, and trusted adults and give personal examples of each. · Describe safe and appropriate handling of an interaction with each person; strangers, acquaintances, and trusted adults. · Provide examples of safe traveling practices via by foot or other modalities.
- Describe and demonstrate basic first aid.
- Differentiate between different types of abuses, including verbal, physical, emotional, and sexual abuse.

- Identify ways to get help in instances where abuse is suspected.
- Demonstrate appropriate intervention to choking and CPR.

**Instructional Materials/Resources:**

- AED
- Step by step CPR and Choking Response
- First Aid Kit
- Emergency Number List (911, Child Abuse, Counselor, etc.)
- Resuscitation Anne ®

**Suggested Vocabulary**

- CPR
- First Aid
- Emergency
- Abuse
- Strangers
- Acquaintances
- Trusted Adults
- Personal Safety
- School Safety
- Home Safety
- Poison

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

8.1.5.A.1

<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>· CPR</li> <li>· Choking Response (Role Play)</li> <li>· First Aid Response (Role Play)</li> <li>· Abuse Discussion</li> <li>· Emergency Response (Role Play)</li> <li>· Red Cross Visit</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Personal Safety</li> <li>· School Safety</li> <li>· Home Safety</li> </ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>

<b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.3.1 21 <sup>st</sup> Century Skills: 9.2.4.A.1 CRP1; CRP3; CRP4	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> <li>· Red Cross Certification (CPR)</li> </ul>	
<b>2.1 Wellness - All students will acquire health promotion concepts and skills to</b>	<b>Strand: E. Social and Emotional Health</b>

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<b>support a healthy, active lifestyle.</b>	
<b>NJCCCS:</b>  2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs. 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	
<b>NJSLS:</b> 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.	
<b>Big Ideas:</b>  Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	



<p><b>Essential Questions:</b></p> <p>What are healthy and unhealthy ways to cope with stress? How can conflict be prevented and resolved appropriately?</p>	<p><b>Enduring Understandings:</b></p> <p>Lifelong wellness is dependent upon the ability to prevent and appropriately resolve/cope with stress and conflict.</p>
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<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· List the basic human needs for survival.</li> <li>· Describe how families work together to meet all of the basic human needs.</li> <li>· Discuss how various mediums (culture, peers, media) impact the way people express emotions.</li> <li>· Explain how communication, choices, and behavior are effected by emotions.</li> <li>· Define Conflict.</li> <li>· Develop a plan(s) to prevent, ease, and mediate conflict.</li> <li>· Practice and demonstrate conflict resolution.</li> <li>· List sources of stress and discuss how they create stress.</li> <li>· Illustrate how to deal and cope with stress and stressful situations.</li> <li>· Identify what can happen when a person does not effectively cope with their stress.</li> </ul>
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· News clips from local news.</li> <li>· Videos on stress.</li> <li>· Counselor</li> <li>· Paper and Markers</li> <li>· Sources for Help</li> <li>· Bullying Assembly</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Stress</li> <li>· Coping</li> <li>· Basic Human Needs</li> <li>· Communication</li> <li>· Emotions</li> <li>· Bullying</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· “Write It, Trash It”</li> <li>· Role Playing</li> <li>· Venn Diagrams</li> </ul>
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<ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Groups – Each group is given a stressful situation. Compare and contrast how each group handles the given stresses.</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Home Life</li> <li>· Peer Relationships</li> <li>· Everyday conflict resolution</li> <li>· Problem solving.</li> <li>· Coping with real, everyday stress.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Avoid personal situation that involve students within the school or class.</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> </ul>

<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Interpersonal Communication</b></p>
<p><b>NJCCCS:</b></p> <p>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.  2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How do you know whether or not health information is accurate?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p>	<p><b>Enduring Understandings:</b></p> <p>Making good health decisions requires the ability to access and evaluate reliable resources.</p> <p>Effective communication skills enhance a person's ability to express and defend their beliefs.</p>

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Explain how to determine the validity and reliability of a health resource.
- Discriminate between a non-reliable and reliable resource.
- Discuss and demonstrate how to improve listening skills.
- Exhibit and apply the proper steps for conflict resolution.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>· Paper</li><li>· Writing Implements</li><li>· Books</li><li>· Websites</li></ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"><li>· Conflict</li><li>· Problem solving</li><li>· Communication</li><li>·</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Video</li><li>· Ipads</li><li>· Computer Activities</li><li>· Active Board</li><li>· Document Camera</li></ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>· Discussions</li><li>· Role Play</li><li>· Small Group Activities</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>· Applied problem solving abilities outside of school.</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>· Apply strategies outlined in 504's and IEPs</li></ul>
<ul style="list-style-type: none"><li>· Assisting peers with conflict resolution.</li></ul>	<ul style="list-style-type: none"><li>· Ensure Age/Skill Level Appropriateness</li></ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1 21<sup>st</sup> Century Skills: 9.2.4.A.1 CRP1; CRP3; CRP4</p>	

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

**Strand: B. Decision-Making and Goal Setting**

**NJCCCS:**

- 2.2.4.B.1** Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2** Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4** Develop a personal health goal and track progress.

**NJSLS:**

- 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.**

**Big Ideas:**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Essential Questions:**

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

**Enduring Understandings:**

Decision-making can be affected by a variety of influences that may not be in a person's best interest.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- List, describe and demonstrate the six steps (decision making model) to making an effective and healthful decision.
- Describe and discuss how decisions directly or indirectly involve health and/or safety.
- Discuss how parents, peers, and media influence health decisions and behaviors.
- Describe how decisions impact overall wellness.
- Create and evaluate a personal health goal.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites

**Suggested Vocabulary**

- Decision Making Model
- Influence
- Goal
- Media

**Technology:**

- Video
  - Ipads
  - Computer Activities
  - Active Board
  - Document Camera
- 8.1.5.A.1

**Recommended Instructional Activities:**

- Discussions
- Role Play
- Small Group Activities

**Extension Strategies/Activities:**

- Personal and Family Decision Making
- Personal Goal Setting and Evaluation

**Modification Strategies/Activities:**

- Apply strategies outlined in 504's and IEPs
- Ensure Age/Skill Level Appropriateness

**Cross-curricular Connections/Standards:**

Language Arts: SL.3.1  
 21<sup>st</sup> Century Skills: 9.2.4.A.1  
 CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

**Strand: C. Character Development**

**NJCCCS:**

- 2.2.4.C.1** Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2** Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3** Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

**Big Ideas:**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Essential Questions:**

How are character and health related? What aspects of our character can be changed?

To what extent do outside influences shape values?

**Enduring Understandings:**

Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

Character is who you are when no one is looking.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Define Character
- Name and describe different attributes of one character.
- Describe how core ethic values impact the local and world community.
- Explain how attitudes can positively or negatively impact other people, especially those with disabilities.
- Illustrate how character and values develop over time and how it impacts personal health.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Values</li> <li>· Ethics</li> <li>· Character</li> <li>· Attitude</li> <li>· Respect</li> <li>· Empathy</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· School and Community Relationships</li> <li>· Self-Evaluation of Values and Ethics</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: D. Advocacy and Service</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.2.4.D.1</b> Explain the impact of participation in different kinds of service projects on community wellness.</p>	

<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How can you inspire others to address health issues?</p>	<p><b>Enduring Understandings:</b></p> <p>Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Demonstrate the qualities and characteristics of an effective leader.</li> <li>· Acknowledge the contributions of all community members.</li> <li>· Demonstrate appropriate motivational techniques with all group members.</li> <li>· Develop and apply a plan to celebrate the achievements and successes of all group members.</li> <li>· Respect the opinions of all group members.</li> <li>· Participate in a school or community service project.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Service</li> <li>· Leadership</li> <li>· Community Wellness</li> <li>· Success</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Community health and wellness.</li> <li>· School health and wellness.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	



<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: E. Health Services and Information</b></p>
<p><b>NJCCCS:</b></p> <p>2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p>2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>Where do I go to access information about good health and fitness services?</p>	<p><b>Enduring Understandings:</b></p> <p>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Describe how the school and community provide health services to the students and community.</li> <li>· Identify resources for finding information on health and fitness.</li> <li>· Examine how various communities (i.e. school, work, teams, etc.) contribute to the health and wellness of its members.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Community</li> <li>· Health Services</li> <li>· Resources (Valid)</li> </ul>

	<b>Technology:</b> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> </ul>
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	<ul style="list-style-type: none"> <li>· Document Camera</li> </ul> 8.1.5.A.1
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<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> </ul>	
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<b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>	<b>Strand: A. Medicines.</b>
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<b>NJCCCS:</b> <p>2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.  2.3.4.A.2 Determine possible side effects of common types of medicines.</p> <b>NJSLS:</b> <p>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.</p>	
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<b>Big Ideas:</b> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
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<b>Essential Questions:</b> <p>How do I determine whether or not a medication will be effective?</p>	<b>Enduring Understandings:</b> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>
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<b>Knowledge, Skills, and Instructional Objectives:</b> <p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Differentiate between over-the-counter (OTC) and prescription medicines.</li> <li>· List commonly used medicines and what they are used to treat.</li> <li>· Describe the adverse effects of common medicines.</li> <li>· Explain why all medicines should be taken in the presence of a parent, trusted adult, doctor, or nurse.</li> </ul>	
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> <li>· Sample Medicine Visuals</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Over-the-Counter (OTC)</li> <li>· Prescription</li> <li>· Side-Effects</li> <li>· Medicine</li> </ul>
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	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate medicine usage at home.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b></p>
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<p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>

**2.3 Drugs and Medicines - All students will acquire knowledge about**

**Strand: B. Alcohol, Tobacco, and Other Drugs**

**alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

**NJCCCS:**

- 2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. **2.3.4.B.2** Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3** Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. **2.3.4.B.4** Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5** Identify the short- and long- term physical effects of inhaling certain substances.

**NJSLS:**

**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.**

**Big Ideas:**

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

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

How do I make the “right” decisions in the face of peer, media and other pressures?

**Enduring Understandings:**

Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Report why certain drugs and substances are illegal.
- Compare and contrast the short-term and long-term effects of tobacco use.
- Define second-hand/passive smoke and its impact on non-smokers.
- Describe the short- term and long-term effects of alcohol on the body.
- Demonstrate the ability to say no to tobacco, alcohol, and other drugs.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites
- Sample Drug Visuals (i.e. everyday items that have primary uses that are sometimes used as a drug. Glue, Paint, etc.)

**Suggested Vocabulary**

- Tobacco
- Alcohol
- Inhalants
- Second-Hand/Passive Smoke
- Under-The-Influence
- Short- vs. Long-Term

**Technology:**

	<ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Proper maintenance and storage of chemicals and other materials at home.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>

<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Dependency/Addiction and Treatment</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.3.4.C.1</b> Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.  <b>2.3.4.C.2</b> Differentiate between drug use, abuse, and misuse.  <b>2.3.4.C.3</b> Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> </ul>	

<b>Big Ideas:</b>	
Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Why does one person become an addict and another does not?	There are common indicators, stages and influencing factors of chemical dependency.
<b>Knowledge, Skills, and Instructional Objectives:</b>	

<p>By the end of 4th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Describe common signs and symptoms of addiction and dependency on alcohol, tobacco, and/or other drugs.</li> <li>· Create a list of resources where people with substance abuse problems can get help.</li> <li>· Describe the difference between use, abuse, and misuse.</li> <li>· Describe how advertising, peer pressure, and the home environment influence children and teenagers to experiment with drugs, tobacco, and other drugs.</li> <li>· Demonstrate the ability to refuse tobacco, alcohol, and other drugs.</li> </ul>
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<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> <li>· Sample Drug Visuals (i.e. everyday items that have primary uses that are sometimes used as a drug. Glue, Paint, etc.)</li> </ul>	<b>Suggested Vocabulary</b> <ul style="list-style-type: none"> <li>· Use, Abuse, Misuse</li> <li>· Dependency</li> <li>· Peer Pressure</li> <li>· Environmental Influence</li> </ul>
	<b>Technology:</b> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> 8.1.5.A.1
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Equipped with the tools to say no in real life situations.</li> </ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<b>Cross-curricular Connections/Standards:</b> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text

**2.4 Human Relationships and Sexuality - All students will acquire**

**Strand: A. Relationships.**

**knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**NJCCCS:**

**2.4.4.A.1** Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. **2.4.4.A.2** Explain why healthy relationships are fostered in some families and not in others.

**NJSLS:**

• **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.

**Big Ideas:**

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

How do we learn to understand and respect diversity in relationships?

How do we know when a relationship is not worth saving?

**Enduring Understandings:**

Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.

Reliable personal and professional resources are available to assist with relationship problems.

Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Describe different types of families.
- Discuss that while families have some differences, they all can share love, values and traditions, emotional support, and set boundaries and limits.
- Compare and contrast the variety of roles, rights, and responsibilities, of each family member.
- List factors that contribute to healthy relationships with family and friends.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites

**Suggested Vocabulary**

- Family
- Values
- Traditions
- Love
- Family Roles and Responsibility

**Technology:**

- Video
  - Ipads
  - Computer Activities
  - Active Board
  - Document Camera
- 8.1.5.A.1

**Recommended Instructional Activities:**

- Discussions
- Role Play

- Small Group Activities
- Family Member Interview

**Extension Strategies/Activities:**

- Family discussions of roles and responsibilities. (Application and Research)

**Modification Strategies/Activities:**

- Apply strategies outlined in 504's and IEPs
- Ensure Age/Skill Level Appropriateness
- Be cautious and sensitive to students' personal situations.

**Cross-curricular Connections/Standards:**

Language Arts: SL.3.1  
 21<sup>st</sup> Century Skills: 9.2.4.A.1  
 CRP1; CRP3; CRP4



**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Strand: B. Sexuality**

**NJCCCS:**

**2.4.4.B.1** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

**NJSLS:**

**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.

**Big Ideas:**

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

How do you know when the time is right for you to become sexually active

Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?

What determines a person's sexual orientation?

**Enduring Understandings:**

External pressures and opportunities that present themselves may influence a person to become sexually active.

Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.

There are many additional challenges that confront those who are not heterosexual.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Discuss factors that affect human growth.
- Explore and explain the changes that occur during infancy, childhood, adolescence, and adulthood.
- Define puberty.
- List the physical, social, and emotional changes that take place during puberty.
- Explain why puberty begins and ends at different ages.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Puberty</li> <li>· Adolescence</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Self-Confidence and Understanding in regard to the changes taking place in ones' life. (Application)</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Be sensitive to each students personal situation.</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy,active lifestyle.</b></p>	<p><b>Strand: C. Pregnancy and Parenting</b></p>

**NJCCCS:**

**2.4.4.C.1** Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. **2.4.4.C.2** Relate the health of the birth mother to the development of a healthy fetus.

**NJSLS:**

- **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).

**Big Ideas:**

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

How do you know when you are ready to have a child?

**Enduring Understandings:**

Raising a child requires physical, economic, emotional, social and intellectual commitment.

Prenatal care has a direct impact on the delivery and long-term health of the child.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4th grade, all students will be able to . . .

- Explain the process of fertilization and how cells divide to create an embryo/fetus.
- Describe how the fetus grows and develops during pregnancy.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites

**Suggested Vocabulary**

- Embryo/Fetus
- Fertilization

**Technology:**

- Video
  - Ipads
  - Computer Activities
  - Active Board
  - Document Camera
- 8.1.5.A.1

**Recommended Instructional Activities:**

- Discussions
- Role Play
- Small Group Activities

**Extension Strategies/Activities:**

- Application to the life cycle.

**Modification Strategies/Activities:**

- Apply strategies outlined in 504's and IEPs
- Ensure Age/Skill Level Appropriateness

**Cross-curricular Connections/Standards:**

Language Arts: SL.3.1  
21<sup>st</sup> Century Skills: 9.2.4.A.1  
CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions

**2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**Strand: A. Movement Skills and Concepts**

**NJCCCS:**

- 2.5.4.A.1** Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2** Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4** Correct movement errors in response to feedback and explain how the change improves performance.

**NJSLS:**

- **2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- **2.2.2.MSC.2:** Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- **2.2.2.MSC.3:** Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- **2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling)

**Big Ideas:**

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

<p><b>Essential Questions:</b></p> <p>How does effective and appropriate movement affect wellness?</p> <p>Why do I have to understand concepts of movement when I can already perform the movement?</p>	<p><b>Enduring Understandings:</b></p> <p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <p>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</p>
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<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 4<sup>th</sup> grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Explain and perform the essential elements of movement skills in both isolated and applied settings.</li> <li>· Use body management skills and demonstrate control when moving in relation to other, objects and boundaries in personal and general space.</li> <li>· Explain and demonstrate movement sequences, individually and with others in response to various tempos, rhythms, and musical styles.</li> <li>· Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul>
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Essential Elements of Movement Skills</li> <li>· Body Management Skills</li> <li>· Tempo</li> <li>· Rhythm</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> </ul> <p>8.1.5.A.1</p>

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
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**Cross-curricular Connections/Standards:**

Language Arts: SL.3.1  
21<sup>st</sup> Century Skills: 9.2.4.A.1  
CRP1; CRP3; CRP4

**Suggested Assessments:**

- Performance Assessment / Rubric
- Class Discussion
- Formal (Test/Quiz)
- Oral Q/A

**2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**Strand: B. Strategy**

**NJCCCS:**

**2.5.4.B.1** Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).  
**2.5.4.B.2** Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

**NJSLS:**

- **2.2.2.MSC.6:** Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- **2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- **2.2.2.MSC.8:** Explain the difference between offense and defense.

**Big Ideas:**

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

To what extent does strategy influence performance in competitive games and activities?

**Enduring Understandings:**

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 3<sup>rd</sup> grade, all students will be able to . . .

- Explain and demonstrate basic offensive and defensive strategies.
- Acknowledge team member contributions and choose appropriate ways to motivate and celebrate accomplishments.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it

**Suggested Vocabulary**

- Offense

pertains to the specific skill(s) and/or activity(s).

- Defense
- Motivation
- Accomplishment
- Contribution

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> </ul> <p>8.1.5.A.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>	
<p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Sportsmanship, Rules, and Safety</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.5.4.C.1</b> Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. <b>2.5.4.C.2</b> Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• <b>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</b></li> </ul>	

<p><b>Big Ideas:</b></p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>
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<p><b>Essential Questions:</b></p> <p>Why do I have to show good sportsmanship and follow the rules</p>	<p><b>Enduring Understandings:</b></p> <p>In order for all participants and spectators to experience the</p>
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<p>when others do not?</p>	<p>maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</p>
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<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 3<sup>rd</sup> grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Describe the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</li> <li>· Apply specific rules and procedures during physical activity and explain how they contribute to a safe and active environment.</li> </ul>	
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Sportsmanship</li> <li>· Player</li> <li>· Observer</li> <li>· Rules</li> <li>· Safe Environment</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
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**Suggested Assessments:**

- Performance Assessment / Rubric
- Class Discussion
- Formal (Test/Quiz)
- Oral Q/A

**2.6 Fitness - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**Strand: A. Fitness and Physical Activity**

**NJCCCS:**

- 2.6.4.A.1** Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2** Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3** Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4** Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

**NJSLS:**

- **2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).**
- **2.2.2.PF.2: Explore how to move different body parts in a controlled manner.**
- **2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).**

**Big Ideas:**

Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Essential Questions:**

What is the minimum amount of exercise I can do to stay physically fit?

**Enduring Understandings:**

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Physical fitness is the ability of your whole body together efficiently to be able to do the most work with least amount of effort.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 4<sup>th</sup> grade, all students will be . . .

- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Health Related Fitness</li> <li>· Skill Related Fitness</li> <li>· Fitness Goals</li> <li>· Heredity</li> <li>· FITT</li> <li>· Diet</li> </ul>
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> <li>· Fitnessgram ®</li> </ul> <p>8.1.5.A.1</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p>	<p><b>Modification Strategies/Activities:</b></p>

<p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.3.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>
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## **Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

### **Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

### **Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

### **Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics

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- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments