

Quinton Township School District
Health
Grade 4
[Pacing Guide](#)

Unit	1	Unit Title:	Character Education	Pacing:	20 Days
Unit Summary: This unit opens with a study of individuals who faced discrimination and challenges, including Anne Frank, Rosa Parks, and Joe Bee Xiong, to introduce the broader topic of treating all individuals with respect. This sets the tone for a year of building character. Students also explore how to address feelings and how to resolve conflicts.* ^ () @					
Essential Questions: Why should you treat others the way you want to be treated? Why should you show appreciation for yourself and others?					
Objectives: ● Identify injustices committed against individuals for their religious or racial backgrounds. ● Explain how the Holocaust, Civil Rights, and the immigrant experience can help us learn how to treat others. * ^ @ ● Identify why you are unique/special. () ● Describe ways to have a healthy self-concept. ● Apply healthful ways to express emotions. ● Explain healthful ways to prevent boredom. ● Explain the health benefits of a positive attitude. ● List actions to take when feeling left out. ● Describe what to do when others try to harm you or another.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.2.5.PF.1					
Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3					

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Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.3

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- As a class, read stories of individuals experiences with prejudice, and discuss how discrimination and intolerance impact both individual lives and the world. - Make a list of life skills that can help you take responsibility for your health and wellness. - Create a health contract and list steps to achieve it. - Explain how healthful behavior and risk behavior differ. - Research safe and reliable websites for health knowledge and make a list of trusted adults to receive health information from. - Take a character assessment and explain the parts of a healthy personality. - Brainstorm a list of actions that you show to have a healthy self concept. - Read articles on strategies for coping with strong emotions, including grief. - Research strategies for improving mental health. - After reading articles on the decision-making process, list steps you can take to make responsible decisions. - Role play scenarios applying refusal skills to resist pressure to make poor choices.	Core Materials Teacher's Guide: AHA <i>Health and Wellness</i> Lessons A1, A2, A4, A5, B1, B2, B3 <i>A Picture Book of Anne Frank</i> Joe Bee Xiong <i>Get Real About Violence</i> Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Role Play ● Self Assessment ● Kahoot		Summative Assessments ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
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Grade 4

Unit	2	Unit Title:	How My Heart and Lungs Keep Me Going	Pacing:	20 Days
Unit Summary: In this unit, students will explore how the circulatory and respiratory systems work together to keep the body alive and healthy. They will learn that the heart is an involuntary muscle that pumps blood through a system of arteries and veins, and how valves help blood flow in only one direction. Students will also discover how the lungs work to exchange oxygen and carbon dioxide with the blood, supporting the body's energy and health. Through hands-on activities and engaging discussions, students will gain a better understanding of how these vital systems help them move, breathe, and grow.					
Essential Questions: If your heart could talk, what would it say to you about how it wants to be treated? How does the Circulatory System work?					
Objectives: ● Explain what an involuntary muscle is and how it relates to our circulatory system. ● Explain that the lungs exchange carbon dioxide in the blood for oxygen. ● Explain that a healthy heart is a pump with valves allowing blood to flow in only one direction. ● Distinguish between arteries and veins and describe their different functions. ● Describe actions that make the body healthy.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.2.5.PF.4, 2.2.5.PF.5, 2.2.5.N.1, 2.3.5.HCDM.1, 2.3.5.ATD.2					
Interdisciplinary Connections: 4-LS-1, W.IW.4.2, W.WR.4.5, SL.PE.4.1					
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1					

Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on the circulatory system, create a diagram of the system, labeling all parts. Then explain the system's function in a paragraph. - After reading articles and watching videos on the respiratory system, create a diagram of the system, labeling all parts. Then explain the system's function in a paragraph. - Make a model to show how the respiratory and circulatory systems support one another. - Read articles about the impact tobacco has on the heart and lungs. Then research ways to keep the heart and lungs healthy. Make a poster based on one strategy.	Core Materials American Heart Association <i>Health and Wellness</i> Lessons 2-4 Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Self Assessment	Summative Assessments - Circulatory and Respiratory Diagrams - Healthy Heart and Lung Posters	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments	

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Drug Resistance Education (SW Council)	Pacing:	20 Days
Unit Summary: Drug education is an important part of any health curriculum. In this unit, students work with a Southwest Council team member/teacher and focus on life skills including risk assessment, decision making, and drug resistance.					
Essential Questions: Why is it important to show appreciation for yourself and others? If your organs could talk, what would they say?					
Objectives: • Distinguish between passive, aggressive and assertive behavior. • Identify short term and long-term goals. • Set goals and establish plans to achieve them. • Apply resistance behaviors.					
NJSLS-CHPE Standards: 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5, 2.3.5.DSDT.1, 2.3.5.DSDT.2, 2.3.5.DSDT.3					
Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3					
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1					
Computer Science & Design Thinking: 8.1.5.DA.3					

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Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Utilizing a “from kids...through kids...to kids” approach, all lessons include role-play scenarios and decision-making applications. - Read and view real teens’ stories to learn about alcohol and health, tobacco and health, and resistance skills to stay drug free. - Develop prevention media such as posters and videos.		Core Materials SW Council Guest Teacher <i>Keeping It Real</i> Student Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments - Class Discussions - Role Play - Self Reflections		Summative Assessments Program Projects	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as	Basic Skills Instruction	Basic Skills Instruction	Allow self-directed learning

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listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	for growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	4	Unit Title:	Joining the Fight Against Cancer	Pacing:	20 Days
Unit Summary: In this unit, students learn about cancer’s impact on individuals, families, and communities and explore how community action can make a difference. In a service-learning project, students plan and host a fundraiser to raise money for the St. Jude Children’s Hospital and pediatric cancer research, reinforcing the importance of helping others.					
Essential Questions: How does cancer impact individuals, families, and communities? Why is it important to help others?					
Objectives: - Analyze the impact cancer has on individuals, families, and communities. - Explain cancer risks and strategies to reduce individual cancer risks. - Plan an event to raise money for pediatric cancer research. - Solve real-world math problems based on fundraising objectives.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.SSH.3, 2.1.5.CHSS.2, 2.1.5.CHSS.3, 2.3.5.HCDM.1					
Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 4.OA.A.3 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3					
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1					

Computer Science & Design Thinking: 8.1.5.DA.3			
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- After reading articles and watching videos on cancer, brainstorm ways to reduce cancer risks. - Plan and host a fundraiser for St. Jude Children’s Hospital. - Create promotional materials for St. Jude’s Marathon, set fundraising goals, and monitor progress towards the goals.		Core Materials Together by St. Jude Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments - Class Discussions - Self Assessment		Summative Assessments - St. Jude Fundraiser Promotional Materials Design - St. Jude Fundraiser	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as listed in student IEP or 504	- Basic Skills Instruction - Speech/Language Therapy	- Basic Skills Instruction - Provide after-school tutoring	Allow self-directed learning for growth though

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plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Provide and model sentence frames/sentence starters.	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking professionals as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion.	services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	5	Unit Title:	Healthy Choices, Healthy Life	Pacing:	20 Days
Unit Summary: In this unit, students work with a Southwest Council team member/teacher to lead a healthy life by using life skills such as keeping positive goals. In addition, students will understand that eating healthy is part of keeping healthy.					
Essential Question: How do my choices and habits keep me healthy?					
Objectives: ● Create anti-drug posters that encourage keeping a positive goal instead choosing the destructive drug route. ● Describe basic human needs and how individuals and families attempt to meet those needs. ● Discuss how culture, peers, and the media impact the way individuals communicate and express emotions. ● Identify risks involved in everyday activities and relate them to choices. ● Rank solutions to conflict scenarios. ● Identify positive qualities in oneself. ● Identify appropriate values and how they affect your life. ● Describe energy sources for the body. ● Identify healthful ways to eat, including the importance of reading food labels. ● Explain how to eat healthfully at fast-food restaurants. ● Identify different kinds of emotions. ● List actions to take when you feel left out.					
NJSLS-CHPE Standards: 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5, 2.3.5.DSDT.1, 2.3.5.DSDT.2, 2.3.5.DSDT.3, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3					

Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Utilizing a “from kids...through kids...to kids” approach, all lessons include role-play scenarios and decision-making applications. - Read and view real teens’ stories to learn about alcohol and health, tobacco and health, and resistance skills to stay drug free. - Develop prevention media such as posters and videos. - Read articles on nutrition and healthy food choices. - Plan a healthy meal from a fast food restaurant menu - Create a drug-free themed poster.	Core Materials SW Council Guest Teacher <i>Keeping It Real</i> Student Book <i>Health and Wellness</i> Chapters 2, 6, & 7 Supplemental Resources Mystery Science: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Role Play - Self Reflections	Summative Assessments Program Projects	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments Alternative Choice Projects	

content-specific benchmarks)		● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	6	Unit Title:	Empathy in Action	Pacing:	20 Days
Unit Summary: In this unit, students will explore the values of tolerance, empathy, and integrity while learning how to promote peace in their own lives and communities. They will compare cultural traditions between New Jersey and Costa Rica, making connections to migratory birds studied in Science. Through discussions and activities, students will also examine different ways people can be unkind to each other and learn strategies for fostering respect and kindness. Additionally, they will step into history to understand the experiences of those who traveled the Underground Railroad, deepening their appreciation for perseverance, justice, and human rights. * ^ ()					
Essential Questions: How can empathy, tolerance, and integrity help us create a more peaceful and kind world? What can we learn from history and different cultures to better understand and respect others?					
Objectives: ● Apply tolerance, empathy, and integrity when discussing ways to promote peace. ● Compare the cultures and traditions of New Jersey and Costa Rica, making connections to migratory birds studied in Science. ● Describe different ways students can be unkind to each other and discuss strategies to prevent bullying. ● Explain what it was like to be on the Underground Railroad and relate it to themes of courage, perseverance, and justice. ● Identify ways to create a peaceful and inclusive community at school. ● Demonstrate acts of kindness and respect in daily interactions. ● Analyze how historical struggles for freedom connect to modern-day lessons in empathy and understanding.					
NJSLS-CHPE Standards: 2.1.5.SSH.3, 2.1.5.SSH.6, 2.1.5.SSH.7, 2.1.5.CHSS.2					
Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 6.1.5.HistoryUP.7, 6.1.5.HistoryCC.7					

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Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Draw or print pictures of migratory birds that travel between NJ and Costa Rica, list 3 traditions from each place, and write how these birds remind us to be accepting of different cultures. • Participate in Journey to Freedom Stations. At 4 classroom stations representing different stops on the Underground Railroad, read a short story about someone who helped escaped slaves. Write journal reflections: ○ How did people show courage? ○ What challenges did they face? ○ How can their bravery inspire us today? ○ How can we show similar courage in standing up for others? • Have a Random Acts of Kindness Challenge by creating "Kindness Calendars" and performing one kind act daily. At each week's end, share how these acts made others feel. • Discuss ways to prevent bullying and promote inclusion as individuals and as a class.	Core Materials <i>Health and Wellness</i> B4: Lesson 3 PowerPoint (Science cross-curricular) Underground Railroad texts Supplemental Resources Mystery Science: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		

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Formative Assessments ● Class Discussions ● Kindness Calendars		Summative Assessments ● Journal Reflections	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	7	Unit Title:	Accountable for My Health	Pacing:	30 Days
Unit Summary: In this unit, students examine the key factors that influence an individual’s health and development. Through the lens of daily choices, environmental impact, emotional well-being, and relationships, students will understand how personal responsibility plays a central role in maintaining and promoting overall health. They will also explore how various influences—such as media, peers, culture, and personal values—shape decisions about health information, products, and services. This unit empowers students to make informed choices that support their well-being.					
Essential Questions: How do the choices we make and the influences around us shape our health and well-being?					
Objectives: ● Identify and describe the key factors that influence personal health, including daily choices, the environment, emotions, and relationships. ● Define the term puberty and describe changes that occur in adolescence. ● Explain strategies to safeguard health and wellbeing, including personal hygiene routines in puberty and beyond. ● Explain the importance of personal responsibility in maintaining and promoting overall well-being. ● Recognize and analyze how media, peers, culture, and personal values affect decisions about health information, products, and services. ● Demonstrate decision-making skills to make informed and healthy choices in daily life. ● Discuss and reflect on how emotions and relationships impact personal health and well-being. ● Explore ways to create a balanced and healthy lifestyle through responsible choices. ● Distinguish between conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.4, 2.1.5.PGD.5, 2.1.5.SSH.1, 2.1.5.SSH.5,					

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

2.1.5.SSH.6, 2.1.5.SSH.7		
Interdisciplinary Connections: W.IW.4.2, W.WR.4.5, SL.PE.4.1, 4.DL.A.3, 6.1.5.CivicsCM.3		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3, 9.4.5.IML.1, 9.4.5.IML.4, 9.4.5.IML.5		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on emotions, brainstorm ways to manage emotions. - In a role play, apply the steps of conflict resolution in scenarios based on student situations, including when others are unkind. - Read articles on body changes in puberty, and create self-care plans that promote adolescent health. - Create a list of 5 activities that encourage a positive self image. - In groups, evaluate some common teen websites, to critique their messages of body positivity and acceptance of self. Present findings to class.	Core Materials <i>Health and Wellness</i> Lessons 4, 5 Adolescence Scavenger Hunt Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Role Play - Self Assessment	Summative Assessments - Website Evaluations & Presentations - Self-Care Plans - End-of-Unit Assessment	

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking professionals as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Health
Grade 4

Unit	8	Unit Title:	Healthy Communities	Pacing:	30 Days
Unit Summary: This unit empowers fourth-grade students to become responsible citizens who understand the importance of maintaining a healthy environment and personal well-being. Students will explore environmental conservation, safety practices, disease prevention, and community service.					
Essential Questions: How can we protect and improve our environment and community? What actions can we take to maintain our personal health and safety?					
Objectives: ● Identify ways to keep air, water, and land clean. ● Demonstrate safe riding practices. ● Recognize and avoid potentially dangerous situations. ● Explain how pathogens spread and prevention methods. ● Research various health careers. ● Identify common childhood illnesses and treatments, including Lyme disease. ● Apply the 4-step health goal-setting process. ● Describe chronic diseases and allergies. ● Clean and mulch the garden for community service. ● Practice emergency-response procedures.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.EH.4, 2.1.5.CHSS.2, 2.2.5.PF.5, 2.2.5.N.1, 2.3.5.PS.1, 2.3.5.PS.2, 2.3.5.PS.3, 2.3.5.PS.5, 2.3.5.PS.6, 2.3.5.HCDM.2, 2.3.5.DSDT.3					

Interdisciplinary Connections: 4-ESS3-2, W.IW.4.2, W.WR.4.5, SL.PE.4.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on environmentalism, create a classroom recycling program and monitor waste reduction. - After reviewing NJ laws for bike riders and car passengers, design safety posters showing proper bicycle safety and car riding rules. - Apply decision-making and refusal skills in real-world scenarios about staying safe in different situations, including pressure to join gangs, someone or participate in unsafe situations. - In groups, research a common childhood illness, including Lyme disease, and ways to prevent and treat it. Create a Google slide. After research is presented, make an illustrated guide about staying healthy. - Working in groups, research different health-related careers and create "Career Cards" featuring a health profession, its educational and certification requirements, and its responsibilities. - Design allergy awareness posters.	Core Materials <i>Health and Wellness</i> Chapter 6 Lessons 1-7 Chapter 8 Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

● Organize a class garden clean-up day. ● Create emergency action plans for different situations.			
Assessments			
Formative Assessments ● Class Discussions ● Role Play ● Environment Projects		Summative Assessments ● Project Posters ● Health Career Cards ● Childhood Illness Guide	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate based on student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Utilize online audio books, when appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking professionals as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.