

Bedminster Township School
Subject Area: PE & Health
Grade Level: 3 - 5

Unit #1 - 2.1 Personal and Mental Health
Personal Growth & Development [2.1],
Pregnancy & Parenting [2.1],
Social and Sexual and Emotional Health [2.1],
Community Health Services and Support [2.1]

Overview

In this unit, students learn about personal growth and development, pregnancy and parenting, emotional/social/sexual health, and community health services and support.

Enduring Understandings

- Health is influenced by parts of the body system
- Puberty is a time of body changes
- Reproduction and ways in which pregnancy can occur
- Self-management skills and resiliency affect feelings, coping, and emotions
- Gender, gender expression, and sexual orientation vary among people
- Family members impact your development
- There are differences between healthy and unhealthy relationships
- There are characteristics in describing healthy relations and mutual respect
- Community and school professionals can offer reliable information for coping strategies and in emergencies
- How current events fall into various health categories. Climate change can affect mental health.

Skill and Knowledge Objectives

- Identifying strategies and behaviors to maintain and influence wellness and body systems (
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health
- Research current events that are relevant to the students and that support individuals and their rights

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Gr 4 Health - journal entry pre and post-exercise, endorphins
- Current event assignments

Self-Reflection/Self-Assessment:

- Gr 4: What does health mean to you? Expectations from class and what they learned from health class.
- Bike safety, sun safety, ocean currents, hydration
- Feelings - Red, Yellow, Green color dots on the floor entrance/exit of classrooms

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks:

- Personal and mental health skills knowledge

Accommodations/Modifications for special populations including 504, MLL, At Risk, IEP, and enrichment:

- Labeling parts of the body
- Pair up using whiteboard
- Role play with ETR dialogue to act out

Resources

- NJSLS CP&PE
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- 2.1.5.EH.3, 4
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

- **2.1.5.CHSS.3**
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

NJSLS ELA Climate Change Companion Guide

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.1.5.PGD.1**
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.1.5.SSH.4, 5, 6, 7**
2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.SSH.5: Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.
2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and family members.
2.1.5.SSH.7: Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **2.1.5.CHSS.1, 2**
2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
2.1.5.CHSS.2: Describe how businesses, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

NJSLS ELA Climate Change Companion Guide

SL.PI.4.1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

[2.1.5.PGD.1-5 are taught in a puberty lesson]

- **2.1.5.PGD.2, 3, 4, 5**
2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic

and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

- **2.1.5.PP.1, 2**

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

- **2.1.5.EH.1, 2**

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.

- **2.1.5.SSH.1, 2, 3**

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

NJSLS ELA Climate Change Companion Guide

- **W.AW.5.1** - write opinion pieces on topics/texts, supporting a point of view with reasons and information

8.1 Computer Science and Design Thinking

Boombox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- ✓ self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.1			
Lesson 1: Emotional Health - resiliency skills Materials: - Grade 3 Lessons 1 - 2, Grade 5 lesson 4, Grade 4 Lessons 3, 5-6 Activities: 1) identify feelings and emotions people experience and how they might express anger, fear, happiness, sadness, hopelessness, anxiety 2) identify behaviors that help to deal with difficult situations that can occur at home, in school, or community & where to go for assistance	Lesson 2: Community Health Services and Support - awareness of coping strategies Materials: - Grade 4 Lessons 1 - 3 Activities: 1) describe strategies useful for those who are feeling sad, angry, anxious, stressed		
Grade 4 Unit #2.1			
Lesson 1: Personal Growth and Development - health and body systems Materials: - Grade 3 Lesson 1 Activities: 1) identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain one's wellness [i.e. adequate sleep, balanced nutrition, ergonomics, regular physical activity]	Lesson 2: Social and sexual health Materials: - Grade 3 Lesson 3 - 4, 14 - 15 Activities: 1) describe how families share common values, offer emotional support, and set boundaries and limits 2) explain the importance of communication with family members, caregivers, and other trusted adults on topics 3) describe characteristics of healthy versus unhealthy relationships among friends and with family members 4) define teasing, harassment and bullying, and provide examples of inappropriate behaviors that are harmful to others	Lesson 3: Community Health Services and Support Materials: - Grade 3 Lesson 16, Grade 4 Lesson 27 Help for Me worksheet Activities: 1) identify health services and resources that address needs and emergencies in school and community [i.e. counselors, medical professionals] 2) describe how businesses, non-profit organizations, and others work to address health problems affected by global issues, including climate change [i.e. SCDH, NJDoH, CDC, WHO, pharma]	
Grade 5 Unit #2.1			
Lesson 1: Personal Growth and Development - puberty Materials: Grade 5 Lessons 24 - 35, 38 Activities:	Lesson 2: Pregnancy and Parenting Materials: Grade 5 Lessons 34 - 35	Lesson 3: Emotional Health Materials: Grade 4 Lessons 2, 5 -6, Grade 5 Lesson 2	Lesson 4: Social and Sexual Health Materials: Grade 5 Lessons 36, Grade 3 Lesson 5

1) examine how the body changes during puberty and how these changes influence personal self-care 2) explain physical, social, and emotional changes that occur and why the onset and progression of puberty varies 3) explain common sexual human development and the role of hormones [i.e. romantic and sexual feelings, mood swings, timing of pubertal onset] 4) identify trusted adults, family, caregivers, school staff, and health care professionals students can talk to about relationships and ask questions about puberty and adolescent health	Activities: 1) explain the relationship between sexual intercourse and human reproduction 2) explain the range of ways pregnancy can occur [i.e. IVF, and surrogacy are examples that are not required but could be used]	Activities: 1) discuss the impact of one's feelings and thoughts that lead to healthy/unhealthy behaviors 2) explain how to cope with rejection, loss, difficult learning situations, and or separation from family or others	Activities: 1) describe gender role stereotypes and their impact on self and others 2) differentiate between sexual orientation and gender identity 3) demonstrate ways to promote dignity and respect for all people [i.e. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration]
Current events are required by students in health classes in grades 5-8 <u>Standards Aligned Current Events Topics by Grade Level</u>			

Bedminster Township School Subject Area: Grade Level: #3-5
Unit 2 - 2.2 Physical Wellness Movement Skills and Concepts [2.2] with Nutrition [2.2], Physical Fitness [2.2] and Lifelong Fitness [2.2]
Dates: Month (s) Pacing Guide: Time Frame: # up to 4 weeks per grade for Health and Physical Education concepts are over 30 weeks Concepts and skills for Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks (students are on a 6-day cycle) (see lessons for each grade level below)

Overview

In this unit, students learn about movement skills and concepts, physical fitness, lifelong fitness, and nutrition.

Enduring Understandings

- Gross, fine motor, and manipulative skills knowledge enhances physical activities and movement
- Constructive feedback affects sportsmanship, safety, movement, and participation
- Team approach behaviors include offensive, defensive, and cooperative strategies
- Physical fitness includes motor skill performance
- Wellness is maintained over time through physical activities
- Personal and community resources can support physical activity
- Balanced nutrition supports making nutrition-related decisions that contribute to wellness
- Understand what a career is in physical education

Skill and Knowledge Objectives

- Understand body coordination and the space around you
- Show control during games and isolated environments
- Act appropriate and play in a safe environment
- Accept others and their abilities
- Know that lifestyle choices affect personal fitness
- Create an environment of healthy and balanced eating
- Factors that affect career and earnings

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments
- Mile Run grade 4

Post-Assessment:

- Running skills (jogging) grade 3-4
- Mile Run grade 4

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Basketball Make it and Take it (adding dots with a point system, individual and team-based)

Self-Reflection/Self-Assessment:

- Share how their run/walk time has improved

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Movement skills and physical ability: Demonstrate what students know in intervals [beginning, middle, end of year by month] increasing in 30-second increments of time for jogging

Accommodations/Modifications for special populations including At Risk, IEP, MLL, and enrichment:

- Run/walk with a partner
- Have a friend demonstrate running/walking at different paces
- Limit the run/walk
- Basketball Make it and Take it (most ability is paired with non-athletic student's)
- Pair up students Square in the Air (volleyball-like)

Resources

- NJSLS CH&PE
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- 2.2.5.MSC.1, 4
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.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 2.2.5.PF.1, 2
2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit about 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.
- 2.2.5.LF.1, 3
2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3: Explore the body's range of motion by participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.2.5.MSC.3**
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in

isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

- **2.2.5.LF.2**

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

- **2.2.5.N.1, 2, 3**

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 5:**

- **2.2.5.MSC.2, 5, 6, 7**

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributing to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

- **2.2.5.LF.4**

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

- **2.2.5.PF.3, 4**

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short-term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

8.1 Computer Science and Design Thinking

Boombox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.2

Lesson 1: Movement Skills and Concepts - gross, fine motor and manipulative skills

Materials:

- Grade 3 Lessons

Activities:

1) demonstrate body management skills and control about others, objects, boundaries (coordination, balance, flexibility, agility)

2) develop the necessary body control to improve stability and balance during movement and physical activity

Lesson 2: Physical fitness - enhancing personal health and motor skills

Materials:

- Grade 3 Lessons 20, 22-23

Activities:

1) identify physical, social, emotional, and intellectual benefits of regular activity

2) understand accepting and respecting others of all skill levels and abilities during participation

3) determine factors influencing personal fitness and other healthy lifestyle choices (heredity, physical activity, nutrition, sleep, technology)

Lesson 3: Lifelong fitness - wellness and community resources

Materials:

- Grade 5 Lesson 23, Grade 4 Lesson 18

Activities:

1) explain the need to engage in physical activities

2) understand engaging in movement and physical activity for enjoyment individually and with others

3) describe how community resources can support participation in physical activities [i.e. rec sports, rec camp, use board policies as an example]

Lesson 4: Career choices in physical education and earnings

Likes, dislikes, job, career, salary earnings

Grade 4 Unit #2.2

Lesson 1: Movement Skills and Concepts - gross, fine motor and manipulative skills

Materials:

-

Lesson 2: Lifelong fitness - wellness

Materials:

- Grade 5 Lesson 23, Grade 4 Lesson 18

Lesson 3: Nutrition (balanced)

Materials:

- Grade 5 Lessons 16 - 18, 22 - 23 [Lesson 19 can be used for celebrations]

Activities: 1) demonstrate and perform movement skills in isolated settings [i.e. skill practice] and applied settings [i.e. games, sports, dance, recreational activities]	Activities: 1) Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness	Activities: 1) explain how healthy eating provides energy, helps maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively 2) create a healthy meal based on nutritional content, value, calories, and cost 3) develop a plan to attain a personal nutritional health goal that addresses strengths, needs, and culture
Lesson 4: Career choices in physical education and earnings Likes, dislikes, job v career, salary earnings		
Grade 5 Unit #2.2		
Lesson 1: Movement Skills and Concepts - constructive feedback Materials: - Mat, water bottle Resource: - OT to teach class with PE teacher Activities: 1) explain and demonstrate movement sequences, alone with others, in response to temps, rhythms, music styles 2) know correct movement skills and analyze concepts in response to feedback and self-evaluation 3) execute appropriate behaviors and etiquette when participating 4) apply rules, strategies, and procedures for specific physical activity, games, and sports in a safe environment 5) SWBAT participates in learning yoga stretches and breathing	Lesson 2: Physical Fitness - personal health Materials: Grade 5 Lessons 20 - 23 Activities: 1) participate in fitness activities and build skills that address endurance, strength, speed, agility, flexibility, balance 2) develop short and long term health-related fitness goals [include cardiorespiratory endurance heart and lungs, muscular strength, muscular endurance, flexibility, body composition, and nutrition] to evaluate personal health	Lesson 3: Lifelong fitness Materials: Grade 5 Lesson 23 Activities: 1) perform and increase the range of motion with stretching and breathing exercises [i.e. dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga] 2) SWBAT participates in learning yoga stretches and breathing
Lesson 4: Career choices in physical education and earnings Likes, dislikes, job v career, salary earnings		

Bedminster Township School

Subject Area:

Grade Level: #3-5

Unit #3 - 2.3 Safety

**Personal Safety,
Health Conditions, Diseases, and Medicines,
Alcohol, Tobacco, Other Drugs and
Dependency, Substances Disorder, and Treatment**

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health-related topics
(students are on a 6-day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about personal safety, health conditions, diseases and medicines, alcohol, tobacco and other drugs, dependency, substance disorders, and treatment.

Enduring Understandings

- Safety includes being aware of your environment and knowing when situations lead to injury/illness
- Online safety involves employing strategies to respect other people's boundaries
- Setting healthy boundaries shows respect for self and others
- Preventing diseases and staying healthy depends on one's wellness and habits
- Certain product use may affect the user, family, and community members in a negative way
- Substance abuse effects are both short and long-term that dangers and harm one's health
- Unintended consequences can result from the use and abuse of drug and alcohol products
- Resources are available for those struggling with addiction and abuse of drugs or alcohol
- How current events fall into various health categories

Skill and Knowledge Objectives

- Know how to reduce the risk of injury
- Be able to help with first aid procedures
- Use digital media respectfully
- Communicate with others to protect each other's boundaries
- Know what keeps the human body working properly
- Identify unhealthy substances and health concerns associated with choices made
- Know the behaviors observed by people who struggle with harmful substances
- Seek assistance from reputable resources in the community for those in need
- Interpret information and describe how climate change affects/contributes to health
- Research current events and report on a topic that is relevant to the students and that supports individuals and their rights

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion

- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons

Self-Reflection/Self-Assessment:

-

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Personal safety skills: Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations MLL, At Risk, IEP, and enrichment:

- Limit options on assessments
- Partner work with a peer
- Read the directions or questions

Resources

- NJSLS CH&PE
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- **2.3.5.PS.3, 5**
2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's boundaries.
- **2.3.5.HCDM.1, 2**
2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly and how the body responds.
2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.3.5.PS.1, 2**

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. •
 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

- **2.3.5.ATD.1**

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 5:**

- **2.3.5.PS.4, 6**

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

- **2.3.5.HCDM.3**

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

- **2.3.5.ATD.3**

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, 2, 3, 4, 5**

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

8.1 Computer Science and Design Thinking

Boombox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.3

Lesson 1: Personal safety - be aware of the environment

Materials:

- Grade 3 Lessons 10 - 11, Grade 4 Lessons 11 - 12

Activities:

- 1) examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation
- 2) know how to communicate personal boundaries and demonstrate ways to respect other people's boundaries

Lesson 2: Health conditions, diseases, and medicines

Materials:

- Grade 5 Lesson 5, Grade 3 lessons 6-7

Activities:

- 1) identify conditions that may keep the human body from working properly, and how the body responds
- 2) describe how to prevent the spread of communicable and infectious diseases, and conditions [i.e. Lyme Disease, influenza]

Grade 4 Unit #2.3

Lesson 1: Personal safety - environmental awareness

Materials:

- Grade 3 Lessons 10 - 11

Activities:

- 1) develop strategies to reduce the risk of injuries at home, school, in the community
- 2) demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)

Lesson 2: Alcohol, Tobacco, and Other Drugs

Materials:

- Grade 3 Lesson 25, Grade 4 Lesson 20, Grade 5 Lessons 24 - 25

Activities:

- 1) identify products that contain alcohol, tobacco, and drugs and explain the potentially unhealthy effects [i.e. substance disorder, cancer]

Grade 5 Unit #2.3

Lesson 1: Personal safety - environmental awareness

Materials:

- Grade 5 Lessons 3, 9, 12, 13

Activities:

Lesson 2: Health conditions, diseases, and medicines

Materials:

- Grade 4 Lesson 7, Grade 5 Lesson 6

Activities:

Lesson 3: Alcohol, Tobacco, and Other Drugs

Materials:

- Grade 5 Lesson 24 - 25, 31

Activities:

- 1) describe health concerns

Lesson 4: Dependency, Substance Disorder, and Treatment

Materials:

- Grade 3 Lesson 25, Grade 5 lessons 28, 31, Grade 4 lessons 22 - 23

1) develop strategies to safely communicate through digital media with respect [tie in technology standards] 2) identify strategies to call attention to [see something say something] or leave an uncomfortable or dangerous situation [stranger danger] including bullying teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse	1) explain how mental health can impact one's wellness [i.e. depression, anxiety, stress, phobias]	associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products 2) describe the behaviors of those who struggle with alcohol and drugs and identify the type of assistance available	Activities: 1) differentiate between drug use, misuse, abuse, and, prescription and illicit drugs 2) identify signs and evaluate evidence one might have an alcohol, tobacco, and or drug use problem 3) demonstrate effective refusal skills of alcohol, e-cigarette's, vaping products, cannabis products, opioids, and other substances that negatively affect health 4) demonstrate strategies for seeking assistance for one impacted by, another struggling with use/abuse 5) identify types of resources available for those who struggle [i.e. online, community, school nurse, counselor, peer leadership, school administrator]
Lesson 4: Career choices in physical education and earnings types, career, earnings			

Differentiate Instruction, depending on individual needs (IEP, MLL; At Risk; Gifted Talented) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe

Setting Accommodations

- Work in a different setting, such as a quieter area in the gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics (less music)
- 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)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing an activity or sport, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend

Assignment Modifications

- Answer fewer or different questions
- Create alternate activities or assignments

Curriculum Modifications

- Learn different materials (such as easy directions for activities)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual 504 needs) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound field system (which may require teacher use of microphone)
- Give a written list of instructions
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device
- Dictate answers to a scribe
- Capture responses on an audio recorder

Setting Accommodations

- Work or take a test in a different setting, such as a quieter area of the room or gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- 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)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give fewer instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill, or game

Scheduling Accommodations

- Take more time to complete a project or sport/activity

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different materials or different sports, skills games or activities
- Get graded or assessed using a different standard than the one for a classmate

