

Moonachie School District Health Curriculum: Grades 3-5

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022
Re-Adoption: August 26, 2025

Throughout the curriculum, you will find the integration of the 10 New Jersey CHPE Practices naturally embedded.

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the

	reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research

	reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Personal Growth and Development

[Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

Core Ideas	Performance Expectation Standards
Health is influenced by the interaction of body systems.	- 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).
Puberty is a time of physical, social, and emotional changes.	- 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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Body Systems Respiratory - Lungs, diaphragm, larynx, nose, oxygen, pharynx, trachea, carbon dioxide Digestive - Mouth, esophagus, stomach, large intestine, small intestine, liver, gall bladder, colon, anus - Transportation, digestion, absorption, secretion Immune System - Symptomatic, Asymptomatic, Virus,	Students will be able to - Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness - Identify parts and function of the respiratory, immune and digestive body system.	- Investigate a Diagram of respiratory and digestive system with organs labeled - Whole and small group discussion of how body organs work together to form a System - Generate vocabulary; through class discussion and investigation - define each body part through class discussion and investigation of resources	- Google Form (Formal) Assessment - Class Discussion - Models of Respiratory/Digestive Systems - Projects/Presentations on the Respiratory/Digestive Systems	- The Body Book https://www.amazon.com/Body-Book-Easy-Make-Hands/dp/0545048737 - Video on Digestive system: https://www.youtube.com/watch?v=ZBZWgrfZFbU - Dr. Binocs- Peekaboo Kids YouTube videos https://www.youtube.com/c/PeekabooKids - Discovery Education - How the Immune System works-

Antibodies, Immunity, white blood cells, bacteria, virus, spleen, bone marrow, thymus				https://kidshealth.org/en/kids/ismovie.html - Lungs and Respiratory System https://kidshealth.org/en/kids/rsmovie.html
Body Systems Circulatory - Heart, Veins, Arteries, Blood, Platelets, Capillaries, Iron Skeletal - Bones, Bone Marrow, Cartilage, Vitamin D, Calcium, joints Muscular - Muscles, Tendons, Ligaments, Physical Activity	Students will be able to - Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness - Identify parts and function of Circulatory, Skeletal and Muscular body systems.	- Robot Finger Model - Create and label Diagrams of Circulatory, Skeletal and Muscular Systems - Whole and small group discussions of how organs work together to create the body system.	- Google Form (Formal) Assessment - Class Discussion - Models of circulatory, skeletal, muscular systems - Projects/Presentations on circulatory, skeletal, muscular systems (individual or group)	- The Body Book https://www.amazon.com/Body-Book-Easy-Make-Hands/dp/0545048737 - About Kids Health- YouTube https://www.youtube.com/channel/UCvHCw-Pc9CI9VeZrvEVldEw - Discovery Education - Video on immune system: https://www.youtube.com/watch?v=azE3rv5I28Y www.Kidshealth.org - Video on functions of the muscular system: https://www.youtube.com/watch?v=VVL-8zr2hk4 - What if we didn't have bones? https://www.youtube.com/watch?v=_ASpoeFRTZ0 - Mystery Science- https://mysteryscience.com/body/mystery-1/muscles-skeleton/59 - Heart and Circulatory System- https://kidshealth.org/en

				/kids/csmovie.html Muscular System https://kidshealth.org/en/kids/closet/ Bones and Skeletal System https://kidshealth.org/en/kids/ssmovie.html How the joints work https://kidshealth.org/en/kids/how-joints-work.html
Puberty Puberty, Hormones, Mood Swings, Self-Care, Growth Spurt, Changes in the physical body : Hair growth, body odor, Trusted Adults	Students will be able to: - 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. - Examine how the body changes during puberty and how these changes influence personal self-care.	- The teacher will lead a class discussion on who a trusted adult is and how to identify one(s) in students' lives - Students create a list of trusted adults present in their life - Students will then identify which personal topics can be discussed with specific, trusted adults - Students will create a list of pros and cons of having discussions with trusted adults - Students will brainstorm ways that their bodies are physically changing (hair growth, body odor, voice changes, mood swings etc.) and identify if these are gender specific or common to all in their age group.	- Class discussion - Whole and small group discussion of identification of trusted adults - Create chart of physical changes during puberty (males/females/both)	- YouTube Nemours Kidshealth- https://www.youtube.com/channel/UCDummp96hqu7KAUbs5k_zOw https://www.letstalkaboutit.nhs.uk/relationships-sex-education-support/puberty-lesson-plan/ puberty lesson plan <i>Celebrate Your Body (And Its Changes, Too!)</i> Sonya Renee Taylor
Body Systems Endocrine Hormones, Thyroid	Students will be able to Identify effective personal health strategies and	Create and label Diagrams of Endocrine and Nervous Systems	- Google Form (Formal) Assessment - Class Discussion	The Body Book https://www.amazon.com/Body-Book-Easy-Make-H

(Thyroxin), Parathyroids, Adrenal (Adrenaline/Epinephrine) Testes (Testosterone), Ovaries (Progesterone/Estrogen), Human Growth Hormone Nervous Brain, nerves, brainstem, cerebrum, central nervous system, impulse, reflex, spinal cord, Senses/Sensory motor neurons, PNS- Peripheral Nervous System	behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness Identify parts and function of Endocrine and Nervous systems.	- Whole and small group discussions of how organs work together to create the body system. - Conduct a reflex test	- Models of endocrine and nervous systems - Projects/Presentations on endocrine and nervous systems	ands/dp/0545048737 - Discovery Education www.kidshealth.org <i>Why I Sneeze, Shiver, Hiccup, and Yawn</i> by Melvin Berger - How does your brain control your body? https://mysteryscience.com/body/mystery-4/brain-nerves-information-processing/62 - Endocrine System https://kidshealth.org/en/kids/esmovie.html - Brain and Nervous System https://kidshealth.org/en/kids/nsmovie.html
Puberty Masturbation, Nocturnal Emissions, Romantic Feelings, Sexual Feelings, Hygiene, Sperm, Testosterone, Testes, Ovaries, Estrogen, Progesterone, Menstruation	Students will be able to - Describe the structure and function of the male and female reproductive system (Sperm, Testosterone, Testes, Ovaries, Estrogen/Progesterone) - Identify ways to protect your reproductive health (Hygiene, Menstruation) - Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.	- Identify parts and label reproductive system (male/female) - Class discussion on how to protect reproductive health. - Class discussion on how hormones can affect emotions. - Discuss social changes that occur during puberty (friendships/relationships) - Class discussion on human sexual development, research in teacher determined resources.	- Google Form (Formal) Assessment - Class Discussion - Models of reproductive systems - Class discussion and class participation - Google forms assessment	www.kidshealth.org - Discovery Education - Always Puberty Education Kits- https://always.com/en-us/puberty-education-programs-for-teachers-students-and-parents - Pamphlets - Puberty Kits - YouTube Nemours Kidshealth- https://www.youtube.com/channel/UCDummp96hqu7KAUbs5k_zOw ("Puberty Kit" -

	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).			important/useful items) https://teachingsexualhealth.ca/app/uploads/2017-Puberty-Kit-Pictures.pdf <i>Puberty is Gross but Also Really Awesome</i> by Gina Loveless
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Interdisciplinary Connections	ELA Grade 3- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Grade 4- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigations of different aspects of a topic. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504

Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Pregnancy and Parenting

[Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

Core Ideas	Performance Expectation Standards
Pregnancy can be achieved through a variety of methods.	- 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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3- n/a				
Grade 4- n/a				
Grade 5- Pregnancy 2.1.5.PGD.1 and 2.1.5.PGD.2 Sperm, Egg, Human	Grade 5 Students will be able to: - Explain the relationship between sexual intercourse and human	● Class discussion regarding pregnancy and its various methods. (i.e. IVF, surrogacy, egg donation) ● The teacher will lead a class	● Informal- Q&A ● Google Form ● Daily journal (ex: exit ticket, open-ended questions).	● YouTube- The process of surrogacy https://www.youtube.com/watch?v=t3Sgq7UmGQE ● https://kidshealth.org/en/p

Reproduction, IVF, Surrogacy, Egg donation	reproduction. - Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) - Understand that sexual intercourse causes pregnancy in human beings	discussion on the scientific manner a human pregnancy occurs, sperm meets egg. • Students will have the opportunity to ask questions and receive answers from a qualified and trusted adult.		arents/preg-health.html • The Great Body Shop: https://www.thegreatbodyshop.net/ Staying health during pregnancy
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Interdisciplinary Connections	ELA Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication

				Modified assignments Counseling
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CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Emotional Health

[Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

[Diversity Equity and Inclusion - N.J.S.A. 18A:35-4.36a](#)

Core Ideas	Performance Expectation Standards
Self-management skills impact an individual's ability to recognize, cope, and express	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.
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 4- Feelings and Emotions 2.1.5.EH.3 Anger, Fear, Happiness, Sadness, Frustration, Anxiety, Lonely, Hopelessness, love, calmness, confusion, awkwardness, sympathy, empathy, boredom, admiration,	Grade 4 Students will be able to: - Identify different feelings and emotions that people may experience and how they might express these emotion	- Supply students with a list of scenarios and have them identify what are "appropriate" emotional responses - Students can use "I statements" to discuss feelings	- Class Discussion - Role play scenarios - Matching emotion/feeling with physical expression - Use of "emojis" to identify emotions	- Zones of Regulation https://www.zonesofregulation.com/index.html - Song- Zones of Regulations- YouTube https://www.youtube.com/watch?v=wIRVklZXicM <i>The Way I Feel</i> by Janan Cain - A Little SPOT of Feelings Educator's Guide- https://www.amazon.com/Little-Feelings-Emotions-Educators-Guide/dp/195128755X

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Grade 4- Impact of Feelings 2.1.5.EH.1 and 2.1.5.EH.4 Feelings, Emotions, Risk Factor, Protective Factors, Support System, Mental Health vs. Emotional Health (Define),	Grade 4 Students will be able to: - Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors - 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. - Understand that their mental health is related to how they are feeling, it does not have negative connotations -	- Role Play Scenarios - Risk vs. Protective Factors - List individuals in school and community that they can seek assistance from. - Breathing/Calming Techniques	- Journal entries - Exit slips - Formative assessment via google forms	• www.kidshealth.org • <i>My Feelings Are a Hurricane</i> by Annabelle Wallick
Grade 4- Coping Practices 2.1.5.EH.3 and 2.1.5.EH.2 Death, Dying, Grief, Divorce, Separation, Rejection, coping strategies, reframing, journaling, reflection, mindfulness	Grade 4 Students will be able to: - Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others - Students will identify how to cope with the daily stress of their lives	- Supply students with a list of scenarios involving loss/rejection, have small groups brainstorm healthy ways of coping. - Conduct a reader's theater activity to act out learned coping mechanisms - Co-create a variety of coping strategies with students through whole and small group discussion	- Class discussion - Response to scenarios (presentation, discussion, or written) - Journal entries	• www.kidshealth.org • https://www.scholastic.com/snp/childrenandgrief-9.htm coping with grief Grief activities • <i>Taste Your Words</i> by Bonnie Clark

Interdisciplinary Connections	ELA Grade 4- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigations of different aspects of a topic.
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	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CHPE: HEALTH	
Grades 3-5	
2.1 Personal and Mental Health	
DISCIPLINARY CONCEPT: Social and Sexual Health	
<i><u>Mental Health - (NJ.S.A.18 A:35-4.39), Gang Violence Prevention (N.J.S.A. 18A:35-4.26) and Bullying Prevention</u></i>	
Core Ideas	Performance Expectation Standards
All individuals should feel welcome and included regardless of their	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.

gender, gender	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).
Family members impact the development of their children physically, socially and emotionally.	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.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 5- 2.1.5.SSH.1, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.6, 2.1.5.SSH.7 Respect, dignity, family, relationship, teasing, people first language, Types of Families (Nuclear, Single Parent, Same Sex Parents, Adoption, Extended Families, Blended Families), respect, trust, equality, honesty, communication, gang violence	Grade 5 Students will be able to: - Describe gender-role stereotypes and their potential impact on self and others. - Demonstrate ways to promote dignity and respect for all people (e.g. differing ability, family configuration). - Describe how families can share common values, offer emotional support, and set boundaries and limits. - Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. - Define teasing provide examples of inappropriate behaviors that are harmful to others - Define gangs and discuss ways to avoid membership in gangs	● Discuss the impacts of stereotypes ● Teachers will lead discussions on how to treat others with respect and dignity while avoiding pity, explain person-first vocabulary, and provide examples of different family configurations. Students can practice person-first statements. ● Read-Aloud of <u>The Family Book</u> by Todd Parr to discuss different family configurations, define a family as people who love and care about each other ● Students will act out "I'm Just Kidding" scenarios to discuss the impacts of teasing ● The teacher will provide examples of healthy and unhealthy relationships for	- Class discussion - Formal- Label types of families - Exit tickets - Role-play activities	● <i>My Family, Your Family, Our Family</i> by Emma Carlson Berne ● <i>Awesomely Emma: A Charley and Emma Story</i> by Amy Webb ● Different Kinds of Families-YouTube ● The Great Body Shop: https://www.thegreatbodyshop.net/ ● https://www.youtube.com/watch?v=hpCyiyNqzIE&t=90s ● Healthy vs Unhealthy Relationships: https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships/ ● What are the family types? YouTube: https://www.youtube.com/watch?v=ajLqOJrRLqI ● Pink is for Boys

		the class to discuss as whole and small group ● The teacher will provide examples of gangs, discuss why they should be avoided, and real life examples of violence involving gangs.		https://www.goodreads.com/en/book/show/35738079-pink-is-for-boys ● https://www.publishersweekly.com/978-0-689-83566-7 The Sissy Duckling
Grade 5 2.1.5.SSH.3, 2.1.5.SSH.5, 2.1.5.SSH.7 Race, Ethnicity, Socio-Economic, Immigration/Immigrant, Positive/Negative Communication, Respect, Honesty, Kindness, Citizenship, Bullying, Intimidation, Cyberbullying, Active Listening Skills	Grade 5 Students will be able to: - Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, immigration status). - Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. - Define bullying and provide examples of inappropriate behaviors that are harmful to others	- Compare/contrast socio-economic status, immigration, race, ethnicity) - Identify active listening skills - Demonstrate positive/negative communication. - Read <i>The Sneetches</i> by Dr. Suess with a teacher led discussion of racism and inclusion	- Class discussion - Create a respect poster - Formal Assessment (Forms)	- Active Listening: How to Communicate Effectively- https://www.youtube.com/watch?v=BW82k7lwl_U&t=1s - People Skills: Listening YouTube https://www.youtube.com/watch?v=UwWV2gflilk - How to build communication skills- https://www.youtube.com/watch?v=sEzTXTRo9L4 - The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 5 2.1.5.SSH.2, 2.1.5.SSH.3, 2.1.5.SSH.7 Sexual Orientation, Gender Identify and Expression, Harassment, transgender, gay, lesbian, queer, bisexual, heterosexual, cisgender, non-binary, gender fluid, agender	Grade 5 Students will be able to: - Differentiate between sexual orientation and gender identity. - Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, and family configuration). - Define harassment and	- Teacher led discussion of the meaning of “Sexual Orientation” and “Gender Identity” and how they are different concepts - Discuss the term “transgender” and what that entails. - Role play ways to show respect to those whose orientation is notheteronormative, or	- Informal Q & A to assess understanding - Journal writing - Exit slip	- https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-Gender-Snowperson.pdf?mtime=20210509204029&focal=none - Genderbread person https://www.genderbread.org/ Gender Snowperson

	provide examples of inappropriate behaviors that are harmful to others -	those who are gender non-conforming.		https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-Born-Ready.pdf Born Ready: A Boy named Penelope The Great Body Shop: https://www.thegreatbodyshop.net/
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Interdisciplinary Connections	ELA Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter

Modeling Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling
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CHPE: HEALTH

Grades 3-5

2.1 Personal and Mental Health

DISCIPLINARY CONCEPT: Community Health Services and Support

[Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

Core Ideas	Performance Expectation Standards
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3 Local/Community Helpers and Organizations - Local Health Department - Local Police Department - Local Fire Department - Local Ambulance Corps - Local Hospitals - Local Food Banks - School counselors	Grade 3 Students will be able to: - Identify local 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). - Describe how Local business, non-profit	- With teacher prompting, students will brainstorm what would constitute a “health emergency “ in their community . - List the types of services that are available in their community to help citizens. - List the types of first responders in the community (fire, police, EMS, medical personnel) - List what steps individuals	- Create a map of the community and label locations of emergency services - Class discussions - Informal: Q & A	https://www.state.nj.us/health/lh/community/ https://www.naccho.org/membership/lhd-directory <i>*local departments and organizations within your district’s town</i>

Local Office of Emergency Management	organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. Describe strategies that are useful for individuals who are feeling sadness, anger and other emotions.	in a community can take to aid themselves and their neighbors in an emergency Discuss what types of emotions can be felt by individuals during a community wide emergency. Discuss what steps an individual can take to deal with these emotions and how the community as a whole can help citizens.		
Grade 3 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3 State Organizations - NJ Department of Health - County Police - NJ State Troopers - NJ DEP - Food Assistance - Disaster Distress Helpline - State office of Emergency Management	Grade 3 Students will be able to: - Identify state/national 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). - Describe how State and National business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. - Describe strategies that are useful for individuals who are feeling anxiety.	- Identify how to plan and prepare for emergencies. - List types of services that are available in the state to help citizens. - Emergency Preparedness Project- Pick a natural disaster and list services available and how those services help citizens of the state.	- Group Projects (Google Slides) - Class discussion	NJ OEM https://nj.gov/njoem/plan-prepare/index.shtml
Grade 3 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3	Grade 3 Students will be able to: Identify	Teacher will present various national/international	Research project on a national/international organization(s)	- FEMA- https://www.fema.gov/ - American Red Cross

National and International Organizations ● FEMA ● Red Cross ● United Nations ● NATO ● International Panel on Climate Change (IPCC) ● United Nations Environment Programme (UNEP) ● World Meteorological Organization (WMO)	national/international 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). - Describe how national and international business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. - Describe strategies that are useful for individuals who are feeling stress.	disasters, i.e. hurricanes, earthquakes, pandemics, and explore the organizations that can provide health services and supports (Example, The Red Cross, Unicef, etc.) - With teacher guidance, students will explore national/international organizations to determine the ways in which they can work to address global health issues due to climate change	- Create Google Slides on national/international organization	https://www.redcross.org/ - United Nations https://www.un.org/en/ - NATO https://www.nato.int/ - Intergovernmental Climate Change https://www.ipcc.ch/ - UN Environmental Program https://www.unep.org/ - WMO- https://public.wmo.int/en - International Red Cross: https://www.icrc.org/en
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Interdisciplinary Connections	ELA Grade 3- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Science 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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CHPE: HEALTH	
Grades 3-5	
2.2 Physical Wellness	
DISCIPLINARY CONCEPT: Nutrition	
Core Ideas	Performance Expectation Standards
Core Idea: Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 5 2.2.5.N.1 Food Groups, Fruit, Vegetables, Grains, Dairy, Protein, Exercise, Active, Sedentary	Students will be able to: • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	• Identify how each of the food groups contribute to providing energy, lowers risk of disease and helps the body systems to function. • Explain how a healthy diet	• Google Slides presentation. • Group Discussion • Pair and share	• Healthy Habits for Healthy Kids- https://www.amazon.com/Healthy-Habits-Kids-Grade-3-4/dp/1420639897/ref=sr_1_1?crid=29D3PEVNUH03A&keywords=healthy+habit

	● Explain how each of the food groups are grown/harvested.	and exercise contribute to maintaining a healthy weight. ● Have students research and share their favorite exercise/workout and explain how it helps them physically and emotionally.		s+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-1 ● Food Groups and Nutrition- https://www.youtube.com/watch?v=Z51bWG17m-Q ● The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 5 2.2.5.N.1, 2.2.5.N.2: MyPlate, Vitamins, Minerals, Calories, Protein, Fat, Carbohydrates, Sugar, Sodium, Cholesterol, Menu, Serving/Portion, High Blood Pressure, Heart Disease, GI Diseases	Students will be able to: ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● Create a healthy meal based on nutritional content, value, calories, and cost.	● Differentiate the different vitamins/minerals in each of the food groups and relate how they can help to keep body systems functioning effectively. ● Research diseases/conditions that can occur if eating patterns are unhealthy. ● Create a healthy meal based on MyPlate recommendations. Calculate calories, identify minerals/vitamins in meal and cost to prepare the meal.	● Create posters of healthy meals following the MyPlate recommendations. ● Group Discussion ● Google Forms (Formal)	● Healthy Habits for Healthy Kids- https://www.amazon.com/Healthy-Habits-Kids-Grade-3-4/dp/1420639897/ref=sr_1_1?crd=29D3PEVNUH03A&keywords=healthy+habit+s+for+healthy+kids&qid=1648207289&srefix=healthy+habits+for+healthy+kids%2Caps%2C145&sr=8-1 ● www.myplate.gov ● www.kidshealth.org ● How to create a healthy plate- https://www.youtube.com/watch?v=Gmh_xMMJ2Pw&t=106s ● The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 5 2.2.5.N.1, 2.2.5.N.3 Exercise, Calorie intake, Caloric Expenditure, Goal setting, SMART Goals Culture, FITT	Students will be able to: ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems	● Identify and create a chart of different types of exercise and calculate calorie burned (FITT Principle). ● Create a nutritional health	● Utilize Google Slides/Canva to create nutritional goals. ● Flipgrid ● Group Discussion	● Healthy Habits for Healthy Kids-https://www.amazon.com/Healthy-Habits-Kids-Grade-5-up/dp/1420639900/ref=sr_1_6?crd=29D3PEVNUH03A&keywords=health

Principle	functioning effectively. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.	goal. (Explain the need for the goal, expected outcome and how culture influences the goal).		y+habits+for+healthy+kids&qid=1648207289&sprefix=healthy+habits+for+health+y+kids%2Caps%2C145&sr=8-6 www.myplate.gov www.kidshealth.org - Developing personal health goals- https://www.youtube.com/watch?v=9_tHWEZlgrE - SMART Goals- https://www.youtube.com/watch?v=1-SvuFIQjK8 - The Great Body Shop: https://www.thegreatbodyshop.net/
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Interdisciplinary Connections	ELA Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology

Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Modified assignments Counseling	Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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CHPE: HEALTH

Grades 3-5

2.3 Safety

DISCIPLINARY CONCEPT: Personal Safety

Domestic Violence Education (N.J.S.A. 18A:35-4.23), Sexual Assault Prevention (N.J.S.A. 18A:35-4.3), CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Accident and Fire Prevention Instruction

Core Ideas	Performance Expectation Standards
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 3 2.3.5.PS.1, 2.3.5.PS.3, 2.3.5.PS.6	Grade 3 Students will be able to: - Demonstrate first aid	- Develop a fire safety plan for home. - Safety rules of the road	- Create posters for traffic safety and post around school	● Traffic safety: https://www.youtube.com/watch?v= NeEF1fwT4k

Safety, drowning, burns, poisoning, fire safety, smoke alarms, carbon monoxide, exit plans, 9-11, speeding, abuse, teasing, self-talk, ignoring, “I” language, reframing, safe touch, unsafe touch	procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). - Develop strategies to safely communicate through digital media with respect. - Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	(Car, Bus, Bicycle) - Discuss the steps you should take when riding in a vehicle - Discuss signs to look for to identify when a person is choking - Discuss safety online and good digital citizenship - Role play scenarios of different emergency situations and discuss the proper steps to take - Identify pros and cons of social media/digital usage.	- Formal (Google Forms)- Identify common traffic signs. - Create a fire safety poster for fire prevention month.	● Fire Safety, Personal Safety and Injury Prevention https://www.youtube.com/watch?v=7iTJf5MpbKw ● Staying safe in the car and on a bus: https://kidshealth.org/en/kids/car-safety.html ● Protect yourself rules https://www.youtube.com/watch?v=7iTJf5MpbKw ● How to say no and go tell parents: https://www.youtube.com/watch?v=MOwwCZTU9Xg ● The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 4 2.3.5.PS.2, 2.3.5.PS.4, 2.3.5.PS.6 Choking, Bleeding, Burns, Poisoning, Stroke, Digital Citizenship (Internet Safety), Abuse, physical abuse, emotional abuse, bullying, Refusal skills ,Relationship Violence, Harassment, Assault, Abuse, sexual abuse, neglect, trusted adult, safe, unsafe, consent	Grade 4 Students will be able to: - Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including teasing and sexual abuse	- - Teacher led discussion to name trusted adults to go to when you feel you are in a dangerous or uncomfortable situation - Brainstorm what an individual could look for to determine if they were in a social situation that became uncomfortable or dangerous.	- Group Project: Create a “First Aid” Booklet detailing common safety issues and how to deal with them - Can also be done as a “Google Slide” presentation. - Create a digital safety poster/Tips on how to be a good Digital Citizen	- First Aid Basics: https://www.youtube.com/watch?v=SKxQr49LV0Y - First Aid Quick Guide: https://simplefamilypreparedness.com/wp-content/uploads/2014/10/First-Aid-Quick-Guide.pdf ● Being a Good Digital Citizen https://www.youtube.com/watch?v=ju9aOc2MLyo ● Super Digital Citizen https://www.youtube.com/watch?v=LluQyl2URwY ● How to say no and go tell parents: https://www.youtube.com/watch?v=MOwwCZTU9Xg ● The Great Body Shop: https://www.thegreatbodyshop.net/

Interdisciplinary Connections	ELA Grade 3- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Grade 4- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigations of different aspects of a topic. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast

Cognates				Parent communication Modified assignments Counseling
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CHPE: HEALTH	
Grades 3-5	
2.3 Safety	
DISCIPLINARY CONCEPT: Health Conditions, Diseases and Medicines	
<i>Lyme Disease Prevention (N.J.S.A. 18A:35-5.1), Cancer Awareness</i>	
Core Ideas	Performance Expectation Standards
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 5 2.3.5.HCDM.1, 2.3.5.HCDM.2 Respiratory • Asthma • pneumonia Digestive • IBS, Food Intolerance/Allergies Immune System • Flu, Colds, Chickenpox, Lyme Disease, Cancer, Strep Throat	Grade 5 Students will be able to: - Identify conditions that may keep the human body from working properly, and the ways in which the body responds (Respiratory, Digestive, Immune) - Describe how to prevent the spread of communicable and infectious diseases and conditions	• Discuss diseases that impact the respiratory, digestive, and immune system along with side effects and impact on daily life • Discuss safety steps to take with allergies and what to do in an emergency situation • Students can create list of healthy habits to follow in school and at home	- Google slide creation - Flip grid presentation - Class discussions	• Healthy Habits: https://www.sfcddp.org/communicable-disease/healthy-habits/#1511206262300-f4204a92-9a95 • Food allergies: https://www.youtube.com/watch?v=LoVLWxHt5RQ • Asthma Movie- Kidshealth.org https://kidshealth.org/en/kids/asthma-movie.html#catmovies • Getting a strep test- Kidshealth https://kidshealth.org/en/kids

				ids/video-strep.html#catmovies ● Getting an Upper GI- Kidshealth- https://kidshealth.org/en/kids/video-uppergi.html ● Discovery Education ● Respiratory diseases: https://www.verywellhealth.com/respiratory-diseases-5206842 ● The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 5- 2.3.5.HCDM.1, 2.3.5.HCDM.2 Circulatory ● Sickle Cell, Heart Arrhythmia, High Blood Pressure, High Cholesterol, Blood clots, Diabetes Skeletal ● Broken Bones, Osteoporosis, rheumatoid arthritis, Rickets, Bone Cancer Muscular ● Arthritis, Duchenne muscular dystrophy, Fibromyalgia Mental Health ● Depression, anxiety, stress, phobias, fears, worries, behaviors, physical feelings, thoughts,	Grade 5 Students will be able to: - Identify conditions that may keep the human body from working properly, and the ways in which the body responds (Circulatory, Skeletal and Muscular) - Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). - Examine how mental health can impact one's wellness	- Discuss diseases that impact the Circulatory, Skeletal and Muscular system and its impact on daily life. - Students will create a chart detailing the differences between "external" and "internal " stress, including examples of each type. They will also describe physical manifestations of stress on the body.	- Google slide creation - Flip grid presentation - Google Forms (Formal) Assessment	- Diabetes Movie- Kidshealth.org https://kidshealth.org/en/kids/diabetes-movie.html#catmovies - Exercise and mental health: https://www.youtube.com/watch?v=3Nf2Pzcketg - Discovery Education - Stress management video: https://www.youtube.com/watch?v=3Nf2Pzcketg - The Great Body Shop: https://www.thegreatbodyshop.net/

Grade 5- 2.3.5.HCDM.1, 2.3.5.HCDM.2 Endocrine • Graves Disease, Hashimoto Disease, Cushings Disease, Hyperthyroidism, Hypothyroidism Nervous • Alzeheimer’s, Bell’s palsy, cerebral palsy, epilepsy, multiple sclerosis, Parkinson’s disease	Grade 5 Students will be able to: - Identify conditions that may keep the human body from working properly, and the ways in which the body responds (Endocrine and Nervous)	- Discuss characteristics of diseases that involve the endocrine and nervous systems: what are symptoms and treatments? How do these diseases impact daily life?	- Google Form (Formal) Assessment - Google slide creation - Flip grid presentation	- www.Kidshealth.org - BrainiPop - Discovery Education - The Great Body Shop: https://www.thegreatbodyshop.net/
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Interdisciplinary Connections	ELA Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Science- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries

Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Extended time Answer masking Answer eliminator Highlighter Color contrast	Counseling	Critical/Analytical thinking tasks Self-directed activities	Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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CHPE: HEALTH	
Grades 3-5	
2.3 Safety	
DISCIPLINARY CONCEPT: Alcohol, Tobacco and other Drugs DISCIPLINARY CONCEPT: Dependency, Substances Disorder, and Treatment	
<i>Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)</i>	
Core Ideas	Performance Expectation Standards
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	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.
Core Idea: Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	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.
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Grade 4- Drugs 2.3.5.DSDT.1, 2.3.5.DSDT.3, 2.3.5.DSDT.2 How to Say NO, Legal Drugs, Illegal Drugs Drug Use, Misuse and Abuse, Prescription Drugs, OTC Drugs	Students will be able to: - Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. - Legal vs. Illegal Drugs Demonstrate effective refusal skills - Identify signs and evaluate evidence that a person might have a tobacco, and/or drug use problem.	- Students will be able to describe proper use of drugs - Students will create a list of common legal drugs vs illegal drugs - Students will act out scenarios to practice saying no to peer pressure - Identify sections of a prescription label. - Class discussion on difference between OTC and Rx labels	- Presentations about the dangers of drugs and how to say no - Class Discussions - Exit Tickets	- Drug Use vs Misuse vs Abuse - Medicine vs Drugs: https://www.youtube.com/watch?v=Uq8-PSEcgNE - Say No to Drugs: https://www.youtube.com/watch?v=FN78E_ialTE - Using and keeping medicine safe: https://www.youtube.com/watch?v=UHVPSwIX4aQ - The Great Body Shop: https://www.thegreatbodyshop.net/
Grade 3- Tobacco & Vaping 2.3.5.ATD.1, 2.3.5.ATD.3, 2.3.5.ATD.2 Vaping, E cigarettes, Inhalants, Cannabis, Refusal Skills, Abuse, Misuse, Tolerance, Nicotine, Tar, Carbon Monoxide, THC, Stimulant/Depressant	Students will be able to: - Identify products that contain tobacco, and drugs and explain potential unhealthy effects - Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol and non-prescribed cannabis products. - Demonstrate effective refusal skills of e-cigarettes, vaping products, cannabis products, and other substances that can negatively impact health.	- Teacher will lead a discussion of tobacco products and explain the impacts on one's body - Discuss differences between vaping, tobacco, inhalants and cannabis products. - Practice refusal skills for tobacco/vaping in role play scenarios - Create a tobacco free poster - Identify resources to help with tobacco/vape/cannabis addiction	- Students will create posters to show the harms of tobacco products - Create a Venn Diagram comparing contrasting tobacco and vaping - Google Form (Formal) Assessment - Google slide presentation - Flip grid presentation	- Smoking and its effects: https://www.youtube.com/watch?v=IW6hwmdZbmE - https://www.drugfreeworld.org/getinvolved.html - https://www.state.nj.us/education/students/safety/behavior/atd/ - www.kidshealth.org - https://drugpolicy.org/issues/real-drug-education - E-Cigarettes - Recognizing addiction: https://kidshealth.org/en/teens/addictions.html - Substance abuse resources - The Great Body Shop: https://www.thegreatbodyshop.net/

Grade 5- Alcohol 2.3.5.DSDT.4.; 2.3.5.DSDT.5 Depressant, Alcohol, Beer, Wine, Hard Alcohol, BAC, Blackout, Alcohol Poisoning, Unconscious, Hallucinogens, Binge Drinking, Narcotics, AA, Al-Anon, Alateen	Students will be able to: - Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. - Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol and drug use/abuse	- Teacher led discussion of alcohol products and its effect on the human body (mental and physical). - Practice refusal skills for alcohol in role play scenarios - Practice motor skills when impaired using vision impairment goggles. - Create an alcohol/drug free poster - Identify resources to help with alcohol addiction.	- Google Form (Formal) Assessment - Google slide presentation - Flip grid presentation	- Vision impairment goggles - https://www.drugfreeworld.org/getinvolved.html - https://www.state.nj.us/education/students/safety/behavior/atd/ - www.kidshealth.org - https://drugpolicy.org/issues/real-drug-education - The Great Body Shop: https://www.thegreatbodyshop.net/
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Interdisciplinary Connections	ELA Grade 3- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Grade 4- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigations of different aspects of a topic. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Grade 5- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
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