

Verona Public School District Curriculum

Health K-4

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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The purpose of the Verona Elementary Schools' Health program is to develop the correlation between a healthy mind, a healthy body, and a healthy community. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical, mental, emotional, and social health aspects. Our program consists of units in which students will have the opportunity to learn the skills and techniques needed to participate in lifelong activities that involve interpersonal relationships and self care. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become more aware of how they are a part of a society and how to help themselves and their local communities progress in a positive manner. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Student Learning Standards for Health. The Verona Elementary Schools' program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of physical, mental, emotional, and social interactions that can be used to develop their own life plans.



Standard 8: Technology Standards	
8.1: Computer Science	8.2: Design Thinking
Computing Systems (CS) Networks and the Internet (NI) x Impacts of Computing (IC) Data & Analysis (DA) Algorithms & Programming (AP)	Engineering Design (ED) Interaction of Technology and Humans (ITH) Nature of Technology (NT) Effects of Technology on the Natural World (ETW) Ethics and Culture (EC)
Computer Science and Design Thinking Practices	
1. Fostering an Inclusive Computing and Design Culture x 2. Collaborating Around Computing and Design 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About Computing and Design	

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices	
The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. x CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. x CLKS4 Demonstrate creativity and innovation. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CLKS6 Model integrity, ethical leadership, and effective management. x CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CLKS3 Consider the environmental, social, and economic impact of decisions. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none">NJ Student Learning Standards (NJSLS)Board of Education approved materials and equipment that allows the students of Verona to learn the rules and strategies necessary to play team sports & individual sports. Students will also use this equipment to learn lifelong fitness skills that can be applied to their own personal fitness plans both now and in the future.	<ul style="list-style-type: none">Student/Peer AssessmentTeacher Assessment-verbal, visual, writtenGrouping StrategiesModified Games for Students with Special NeedsModified Games for Students of Varying SkillGoal Setting DocsStudent SurveysBrain Pop and Brain Pop Jr.www.cdc.gov



Unit Title / Topic: Kindergarten Health	Unit Duration: 9 Lessons
Stage 1: Desired Results	
Established Goals (NJSLs):	
2.1 Personal and Mental Health	
Personal Growth and Development	
Personal hygiene and self-help skills promote healthy habits.	
<ul style="list-style-type: none">2.1.2.PGD.2 Develop an awareness of healthy habits.2.1.2.PGD.3 Explain what being “well” means and identify self-care practices that support wellness.	
Emotional Health	
Many factors influence how we think about ourselves and others.	
<ul style="list-style-type: none">2.1.2.EH.1 Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).2.1.2.EH.4 Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.2.1.2.EH.5 Explain healthy ways of coping with stressful situations.	
Social and Sexual Health	
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	
<ul style="list-style-type: none">2.1.2.SSH.3 Determine the factors that contribute to healthy relationships.2,1,2.SSH.4 Determine the factors that contribute to healthy relationships within a family.2.1.2.SSH.5: Identify basic social needs of all people2.1.2.SSH.7 Explain healthy ways for friends to express feelings for and to one another	
Community Services and Support	
People in the community work to keep us safe.	
<ul style="list-style-type: none">2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.	
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	
<ul style="list-style-type: none">2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).	
2.2 Physical Wellness	
Nutrition	
Nutritious food choices promote wellness and are the basis for healthy eating habits.	
<ul style="list-style-type: none">2.2.2.N.1 Explore different types of foods and food groups.2.2.2.N.2 Explain why some foods are healthier to eat than others.	
2.3 Safety	
Personal Safety	
The environment can impact personal health and safety in different ways.	
<ul style="list-style-type: none">2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and other healthy and the environment clean and safe.	
Potential hazards exist in personal space, in the school, in the community, and globally.	
<ul style="list-style-type: none">2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).2.3.2 PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	
Health Conditions, Diseases and Medicines	
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	
<ul style="list-style-type: none">2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	
Alcohol, Tobacco and Other Drugs	
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one’s health.	
<ul style="list-style-type: none">2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	
Units of Study:	
<u>Hand Washing/Hygiene:</u>	
➤ Lesson:	
○ Hand Washing	
<u>Nutrition Introduction:</u>	
➤ Lesson:	
○ Nutrition MyPlate	
<u>Personal Safety:</u>	
➤ Lessons:	
○ Keeping Safe	
○ Safety Signs	
<u>Interpersonal and Intrapersonal Relationships:</u>	
➤ Lessons:	



- Self-Image
- Anger
- Friends
- Communication
- Cooperation
- Stress

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4.4. 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.

Technology Integration (NJSLs 8):

- 8.1 Impacts of Computing - Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
 - 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Transfer

Transfer Goal:

- Personal Safety: Students will be able to independently identify signs and symbols and explain what they mean as they pertain to supporting wellness.
- Nutrition Introduction: Students will be able to identify healthy food options.
- Hand Washing/ Hygiene: Students will be able to verbally recall the steps of the hand washing process and its importance in preventing the spread of diseases.



<ul style="list-style-type: none">● <u>Interpersonal/Interpersonal Relationships</u>: Students will be able to independently identify verbal and nonverbal cues that may assist in building friendships and solving conflicts.		
Meaning		
Students will understand that: <ul style="list-style-type: none">● The students will understand that being safe involves staying away from harmful situations and obeying warnings to stay safe in their communities.● The students will understand the difference between healthy and unhealthy daily food choices.● The students will understand that they need to cover their sneeze to avoid the spread of germs.● The students will understand that proper hand washing is the best way to avoid the spread of germs.● Accepting who they are is as important as accepting others for who they are.	Essential Questions: <ul style="list-style-type: none">● How can we keep ourselves from harm?● Why is it good to try new fruits and vegetables?● How much should I eat?● Why are some foods healthier to eat than others?● How do we prevent the spread of germs?● What are the steps in the hand washing process?● What does it take to build friendships?	
Acquisition of Skills & Knowledge		
Students will know: <ul style="list-style-type: none">● What causes stress.● Why they are unique and different is okay.● How to make healthy food choices● How to wash their hands.● Why should they wash their hands.● What two main parts make up good communications.	Students will be able to: <ul style="list-style-type: none">● Identify strategies to relieve stress.● Identify characteristics that make themselves and others unique.● Identify different healthy food options.● Differentiate between healthy and unhealthy food options.● Identify times at home and at school when hand washing is necessary.● Identify positive ways to communicate with others.	
Stage 2: Acceptable Evidence		
Transfer Task <ul style="list-style-type: none">● The students will be able to recognize the talents that make them unique.● The students will be able to identify and assess what foods contribute to a healthy diet , what foods do not contribute to good health and will use their knowledge to choose a balanced variety of nutritious foods to eat daily.● The students will use their knowledge about hygiene to identify health enhancing behaviors that contribute to overall wellness.● The students will identify signs and rules that are meant to keep them safe in various situations.		
Reference Materials		
<ul style="list-style-type: none">● Student/Peer Assessment● Teacher Assessment-verbal, visual, written● Grouping Strategies● Modified Assignments for Students with Special Needs● HLC Program● Modified Assignments for Students of Varying Skill Levels● Goal Setting Docs● Student Surveys● Brain Pop and Brain Pop Jr.● www.cdc.gov		
Accommodations and Modifications		
Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. <ul style="list-style-type: none">● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)● Substitute a hands-on activity or use of different media in projects for a written activity● Provide word banks / word walls● Prepare and distribute advance notes● Provide additional time to complete assessments and assignments● Model and use gestures to aid in understanding● Model tasks by giving one or two examples before releasing students to work independently● Present instructions both verbally and visually● Simplify written and verbal instructions● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. <ul style="list-style-type: none">● Break down assignments with oral directions, written directions, and visuals.● Provide frequent reminders to stay on task.● Follow individual IEP plans for specific modifications.● List steps or guidelines to clarify expected outcome● Provide visual supports● Reinforce on-task behavior● Peer mentoring (pairing with another student who is working at an advanced level)● Guided questions● Partnering/Grouping of students● Re-teaching and review● Multi-media approach to accommodate various learning styles● Teacher/Aide assistance	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. <ul style="list-style-type: none">● Demonstrate for class● Create additional project in a different medium● Individual presentation



<ul style="list-style-type: none">• Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)• Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)• Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)• Simplify the language, format, and directions of the assessment• Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling• Allow editing and revision before grading• Design projects and assessment for student that require reduced sentence or paragraph composition• Give alternative homework or class work assignments suitable to the student’s linguistic ability for activities and assessments• Utilize alternate reading assignments/materials at the student’s reading level.• Allow for alternate seating for proximity to peer helper or teacher as necessary• When showing the video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers	<ul style="list-style-type: none">• Translation tool for different languages• Provide individualized support and attention as needed.	
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Stage 3: Activities

Teacher:
Grade: K
Lesson Time: 60 min
Topic: Hand Washing

Aligns with State NJSLS Health/Physical Education:

• Personal Growth and Development	2.1.2.PGD.2
• Health Conditions, Diseases and Medicines	2.3.2.HCDM.3

Objectives:

- Students will develop an awareness of healthy habits.
- Students will explain what being “well” means and identify self-care practices that support wellness.

Materials:

- Brain Pop Jr. video *Hand Washing* (3:37)
- Brain Pop Jr. Activity Sheet (tips for hand washing)
- Brain Pop Jr. “Wordplay”
- Brain Pop Jr. “Draw About It”

Lesson Content:

- Set Induction – Ask students what it means to be well. Ask students what they can do to stay well. Ask students what the word “germ” means. Ask students what is the most common way to pass germs. Ask students what they can do to prevent spreading germs this way (through touching hands or objects).
- Show Brain Pop Jr. video *Hand Washing*.
- After reading the video, answer the quiz questions as a large group..
- Next, have students share and discuss the terms from the Brain Pop Jr. Word Play tab.
- Finally, have students use the activity sheet to cut out the two hands and write a tip on each one for good hand washing practices.
- If time permits, have students select one image from the Draw About It tab and draw a picture depicting when the image would be useful.
- Closure- Use verbal exit strategy to allow students to tell one thing they learned about hand washing.

Teacher:
Grade: K
Lesson Time: 60 min
Topic: Keeping Safe



Aligns with State NJSLs Health/Physical Education:

- Personal Safety 2.3.2.PS.1

Objectives:

- Students will identify rules for public facilities, school, and home.
- Students will explain why it is important to follow rules.
- Students will recognize that rules may differ for public facilities, school, and home.

Materials:

- HLC Activities 1 & 2 Worksheet

Lesson Content:

- Set Induction – Ask students “What do you think of when I say the words *keeping safe*?”. Next, ask students how we go about keeping safe in different environments (following rules). After listening to responses, tell the students they are going to hear a story about keeping safe, and tell them they need to listen for the rules used to keep safe.
- Read the story from HLC activity one.
- After reading the story, have students make a list of rules parents might have in and around the home (write on the board).
- Then have students make a list of rules teachers might have in school (classroom, hallway, cafeteria, recess, and gym).
- Finally, have students make a list of rules they might have to follow in a public place (write the place and rule).
- If time permits, have students mimic an activity for the class to guess. Once the class guesses, have the student explain the rules for the activity.
- Closure- Ask students to explain the importance of having and following rules.

Teacher:

Grade: K

Lesson Time: 60 min

Topic: Nutrition (MyPlate)

Aligns with State NJSLs Health/Physical Education:

- Nutrition 2.2.2.N.1; 2.1.2.N.2

Objectives:

- Students will recognize the benefits of healthy eating, including how it promotes energy and growth.
- Students will identify the food groups on the USDA MyPlate placemat.
- Students will name common foods from each USDA MyPlate food group.

Materials:

- HLC Unit 3 Lesson 2 Activities 1 & 2
- Food Picture Cards
- MyPlate Placemat
- Portion Size Chart

Lesson Content:

- Set Induction – Show the USDA MyPlate placemat and explain that the placemat shows us how much food of each food group we should eat. Ask students if they know what is meant by the phrase *food group*. Tell students that each meal we eat every day should include a certain serving amount from each group - **a balanced diet**. Share the portion size chart and explain how the placemat gives us the serving size without measuring.
- Explain what each food group does for the body.
- Make a list of students' favorite foods and place them in the appropriate food group to show the variety of choices.
- Do activity 2 (Simon Says with pink Food Picture Cards).
- If time permits, play a matching game with blue and tan Food Picture Cards.
- Closure- Ask students to explain what they can do to ensure they are eating a balanced diet. Tell them that you want them to go home and explain what they learned with someone at home and ask their parents if they can plan and help prepare a balanced meal.

Teacher:

Grade: K

Lesson Time: 60 min

Topic: Friends

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.1, 2.1.2.EH.3

Objectives:

- Students will identify characteristics of a friend.
- Students will explain how friends interact with each other.
- Students will create a card of kindness for a friend.

Materials:

- Brain Pop Jr. video “Friends” (4:26)
- Friendship Card worksheet
- Crayons and pencil

Lesson Content:



- Set Induction – Ask students “What are things you look for in a friend?” Ask students how they think friends act with each other. Ask students if friends are always kind to each other. Ask students what friends do when they disagree or are unkind to each other.
- Show Brain Pop Jr. video “Friends”. Afterwards, take the quiz as a class.
- Hand out the worksheet and have students create a card of kindness for a friend.
- Closure- Ask students to explain the importance of having friends. Ask students what they do to try and make new friends.

Teacher:
Grade: K
Lesson Time: 60 min
Topic: Cooperation

Aligns with State NJSLS Health/Physical Education:

- Social and Sexual Health 2.1.2.SSH.3, 2.1.2.SSH.6

Objectives:

- Students will describe how it feels to work together with others .
- Students will explain what it means to cooperate.
- Students will demonstrate teamwork and cooperation.

Materials:

- HIC Introductory Story
- HIC Activity One & Two
- Crayons and pencil
- Drawing paper

Lesson Content:

- Set Induction – Ask students “What does cooperation mean?” Ask students “Why is it important to cooperate?”. Have students share a time when they cooperated with a classmate. Ask students if they prefer working with others or working alone.
- Read Keelie’s story.
- Perform activity one. Divide class into five groups. Give each group a sound (rubbing hands together, snapping fingers, clapping hands together, clapping hands on thighs, and stomping feet). Teacher will signal to each group when to start performing their part. See if they can create a sound of rhythm or just a sound of thunder. Ask students if it would sound different if one group did not cooperate.
- Try to sing *Row Your Boat* in a round. See if they can cooperate to sing in three sections.
- If time permits, have students do a modified activity two. In groups of four, have students draw an elephant. One person draws the head and ears, one the body or midsection, one draw the trunk, and one the bottom or end of the animal. Have two groups draw the elephant through cooperation and a few students working independently. Compare the elephants to see if the cooperating groups look similar to the individuals.
- Closure- Ask students to explain the importance of working cooperatively.

Teacher:
Grade: K
Lesson Time: 60 min
Topic: Communication

Aligns with State NJSLS Health/Physical Education:

- Social and Sexual Health 2.1.2.SSH.3 , 2.1.2.SSH.4, 2.1.2.SSh.5, 2.1.2.SSH.6

Objectives:

- Students will practice speaking clearly.
- Students will practice good listening.
- Students will recognize the qualities of a good speaker.

Materials:

- HLC Program’s Life Skills Unit Lesson 2
- Brain Pop Jr. - Reading & Writing/Communication/Listening & Speaking

Lesson Content:

- Set Induction – Ask students what the word “communicate” means. Ask students how we communicate with each other; ie, spoken word, printed materials, symbols, sign language, facial expressions. Tell students they are going to do an activity. Students will pair off with someone else. One partner will think of an animal. Without telling what the animal is, he/she must give details about the animal so the partner can guess what it is. After the partner guesses correctly, the roles change.
- Watch the Brain Pop Jr. video and answer the five quiz questions as a group.
- Ask the class “What are the two roles needed for communication to happen?”. Ask students what a good speaker must do. Ask students what a good listener must do.
- If time permits, have one student at a time stand in front of the class and give nonverbal cues depicting an exercise or sport they like to do.
- Closure- Ask students to explain what part of health communication impacts. Tell them that you want them to go home and explain what they learned with someone at home and share with family members one time bad communication leads to a misunderstanding.



<p>Teacher: Grade: K Lesson Time: 60 min Topic: Anger</p> <p><u>Aligns with State NJSLs Health/Physical Education:</u></p> <ul style="list-style-type: none">Emotional Health 2.1.2.EH.1, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5 <p><u>Objectives:</u></p> <ul style="list-style-type: none">Students will identify methods to calm down before responding in anger.Students will explain how facial expressions can convey emotions.Students will draw a happy memory to help calm down. <p><u>Materials:</u></p> <ul style="list-style-type: none">Brain Pop Jr. video “Anger” (4:49)“Happy Memory” worksheetCrayons and pencil <p><u>Lesson Content:</u></p> <ul style="list-style-type: none"><u>Set Induction</u> – Ask students “What are some things people do that make you angry?”. Ask students “How do you normally respond when something makes you angry?”. Ask students “Is your response the best response when you are in a situation of anger?”. Ask students “What would be a better way of handling situations when you are angry?”. Ask students “What would be a better way of handling situations when your friend or someone else is angry?”.Show Brain Pop Jr. video “Anger”. Afterwards, take the quiz as a class.Hand out the worksheet and have students draw a scene that depicts a memory of a happy time that would help them calm down before responding in anger.<u>Closure</u>- Ask students to explain the importance of “taking a breath” before engaging in a conversation or action when someone is angry.	<p>Teacher: Grade: K Lesson Time: 60 min Topic: Safety Signs</p> <p><u>Aligns with State NJSLs Health/Physical Education:</u></p> <ul style="list-style-type: none">Personal Safety 2.3.2.PS.2 <p><u>Objectives:</u></p> <ul style="list-style-type: none">Students will identify different safety signs.Students will explain what various safety signs mean.Students will create a safety sign. <p><u>Materials:</u></p> <ul style="list-style-type: none">Brain Pop Jr. video “Safety Signs” (4:08)Safety Signs worksheetCrayons and pencil <p><u>Lesson Content:</u></p> <ul style="list-style-type: none"><u>Set Induction</u> – Ask students “What is the purpose of a sign?” (provide information). Ask students why we use signs (warnings, advertising, promotion, etc.). Ask students where they might see a sign.Show students pictures of different signs and ask if they know what they are. If they know, ask where the particular sign might be found.Show Brain Pop Jr. video “Safety Signs”. Afterwards, take the quiz as a class.Hand out the “safety signs” worksheet and have students complete independently. Bring class back together and discuss the signs.<u>Closure</u>- Ask students to explain the importance of having safety signs. Ask students to describe a safety sign they would create to place in their home (ex: Warning - smelly room ahead).	<p>Teacher: Grade: K Lesson Time: 60 min Topic: Self Image</p> <p><u>Aligns with State NJSLs Health/Physical Education:</u></p> <ul style="list-style-type: none">Emotional Health 2.1.2.EH.4, 2.1.2.EH.5 <p><u>Objectives:</u></p> <ul style="list-style-type: none">Students will explain what is meant by self image.Students will identify a unique talent or interest.Students will recognize that what makes them unique may be different from their peers. <p><u>Materials:</u></p> <ul style="list-style-type: none">HLC Program’s Life Skills Unit Lesson 1 <p><u>Lesson Content:</u></p> <ul style="list-style-type: none"><u>Set Induction</u> – Ask students what they think of when they hear the word “health”. Have students give examples of what it means to be healthy. Explain that there are four parts to health: physical, mental, emotional, and social. Ask students if they know what is meant by the term “self image”. Ask students how they see themselves, explain what type of person they are. Explain the Case Crusaders and why they represent what they do.Read “Keelie’s World”. Afterward, ask how students made Keelie feel bad. Ask what changed her self image. Ask students to think about what they like about themselves. Ask why they think it is important to like themselves and feel good about themselves.
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- Ask students if they have ever been made to feel bad about themselves. Ask what they did to feel better about themselves. Ask students if they have ever made someone else feel bad about themselves. Ask how it made them feel after realizing they made someone else feel bad. Ask if they did anything to change the self image of either party. Have students share one thing that makes them unique.
- Have students share one thing they like about someone sitting in their group (be sure everyone hears something).
- Closure- Ask students to explain what part of health self image impacts. Tell them that you want them to go home and explain what they learned with someone at home and share with family members what they like about them.

Teacher:

Grade: K

Lesson Time: 60 min

Topic: Stress

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.5

Objectives:

- Students will be able to explain different causes of stress.
- Students will be able to explain and understand methods of stress relief.
- Students will complete color by number as a method of stress relief.

Materials:

- HLC Activity 1
- Color By Number Worksheets

Lesson Content:

- Set Induction – Write “stress” on the board and ask students if they can pronounce the word. Ask students if they know what is meant by the term “stress”.
- Discuss what they think can cause stress.
- Discuss the symptoms of stress.
- Discuss what activities to do to relieve stress.
- Discuss how coloring can relieve stress. Independently complete color by number sheets as a method of relaxation.
- Closure- Ask students to explain what they can do to help a friend who is in a stressful situation. Tell them that you want them to go home and share with parents what stress is and how coloring can relieve stress.



Unit Title / Topic: First Grade Health	Unit Duration: 9 Lessons
Stage 1: Desired Results	
<p>Established Goals (NJSLS):</p> <p>2.1 Personal Growth and Mental Health</p> <p>Personal Growth and Development</p> <p>Individuals enjoy different activities and grow at different rates</p> <ul style="list-style-type: none">2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. <p>Personal hygiene and self-help skills promote healthy habits.</p> <ul style="list-style-type: none">2.1.2.PGD.2 Develop an awareness of healthy habits.2.1.2.PGD 3 Explain what being “well” means and identify self-care practices that support wellness.2.1.2.PGD.4 Use correct terminology to identify body parts and explain how body parts work together to support wellness. <p>Pregnancy and Parenting</p> <p>All living things may have the capacity to reproduce</p> <ul style="list-style-type: none">2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). <p>Emotional Health</p> <p>Many Factors influence how we think about ourselves and others. There are different ways that individuals handle stress, and some are healthier than others.</p> <ul style="list-style-type: none">2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. <p>Social and Sexual Health</p> <p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do</p> <ul style="list-style-type: none">2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <ul style="list-style-type: none">2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. <p>People have relationships with others in the local community and beyond.</p> <ul style="list-style-type: none">2.1.2.SSH.5: Identify basic social needs of all people. <p>Community Services and Support</p> <p>People in the community work to keep us safe.</p> <ul style="list-style-type: none">2.1.2.CHSS.2: Determine where to access home, school and community health professionals. <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <ul style="list-style-type: none">2.1.2.CHSS.3 Demonstrate how to dial and text 911 in case of emergency. <p>2.2 Physical Wellness</p> <p>Nutrition</p> <p>Nutritious food choices promote wellness and are the basis for healthy eating habits.</p> <ul style="list-style-type: none">2.2.2.N.1: Explore different types of foods and food groups.2.2.2.N.2: Explain why some foods are healthier to eat than others. <p>Nutritious food choices promote wellness and are the basis for healthy eating habits.</p> <ul style="list-style-type: none">2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. <p>2.3 Safety</p> <p>Personal Safety</p> <p>The environment can impact personal health and safety in different ways.</p> <ul style="list-style-type: none">2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. <p>Potential hazards exist in personal space, in the school, in the community, and globally.</p> <ul style="list-style-type: none">2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). <p>Health Conditions, Diseases and Medicines</p> <p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p> <ul style="list-style-type: none">2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment. <p>There are actions that individuals can take to help prevent diseases and stay healthy.</p> <ul style="list-style-type: none">2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) <p>Alcohol. Tobacco and Other Drugs</p> <p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <ul style="list-style-type: none">2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.	



Units of Study

Body Parts:

- Lessons:
 - Digestive System
 - Teeth
 - Bones
 - Muscles

Emergencies/Calling 9-1-1:

- Lesson:
 - 9-1-1 Emergency

Food Groups/MyPlate:

- Lesson:
 - MyPlate

Contagious Diseases:

- Lessons:
 - Cold/Flu
 - Lice

Interpersonal/Intrapersonal Relationships:

- Lessons:
 - Conflict Resolution I
 - Conflict Resolution II
 - Determination
 - Stress

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4.4. 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.

Technology Integration (NJSLs 8):

- 8.1 Impacts of Computing - Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
 - 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions



<ul style="list-style-type: none">9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social9.4.5.TL.5: Collaborate digitally to produce an artifact.	
Transfer	
<p>Transfer Goal:</p> <ul style="list-style-type: none"><u>Contagious Diseases</u> - Students will independently use their knowledge about lice and lice prevention to promote health enhancing behaviors. Students will independently use their knowledge about viral diseases and disease prevention to promote health enhancing behaviors.<u>Emergencies/Calling 9-1-1</u> - Students will independently use their knowledge to differentiate between emergencies from non-emergencies and be able to call 911 when necessary.<u>Food Groups/MyPlate</u>- Students will independently use their acquired knowledge of nutrition to make nutritious food choices using MyPlate and develop healthy dietary habits.<u>Relationships</u> - Students will independently use their knowledge about the causes of and strategies to control conflicts and stressful situations to promote a healthy lifestyle.<u>Body Parts</u> - Students will use their knowledge to maintain a healthy physical state to promote wellness.	
Meaning	
<p>Students will understand that:</p> <ul style="list-style-type: none">Lice are bugs that can be spread by direct contact and certain behaviors should be avoided to reduce the risk of exposure.Students with lice are not “dirty”.Quick and effective responses to life threatening emergencies can save lives.9-1-1 is for emergencies only.MyPlate is the tool to use to identify the food groups.Good nutrition helps maintain a healthy body.Diseases and illnesses are spread in a variety of ways and they should stay home when sick.The students will understand that medications need to be used as directed or they can be deadly.Negative behavior and disagreements can be addressed through mutual respect.	<p>Essential Questions:</p> <ul style="list-style-type: none">How do we prevent the spread of lice?What is a serious emergency?What should be done to obtain help if an emergency occurs?When should 911 be called?What different kinds of food should I be eating every day?How does food help our bones and muscles?How does the digestive system support our bodies?How do you know you have a cold or the flu?How can the same medicine be both healthy and dangerous?What are some keys to solving conflicts peacefully?
Acquisition of Skills & Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none">What lice are.How lice can spread.What an emergency is.How to dial 9-1-1.What information they need when calling 9-1-1.What My Plate looks like.What the food groups are.Symptoms of colds and the flu.How to relieve symptoms and get better.The major bones in our body.The major muscle groups.The parts of the digestive system.The process for solving conflicts.	<p>Students will be able to:</p> <ul style="list-style-type: none">Identify behaviors to avoid that potentially put them at risk for the spread of lice.Identify emergency and nonemergency situations.Dial 9-1-1 in case of an emergency.Identify the symptoms of colds and the flu.Identify the dangers of not taking medication properly.Identify the food groups using MyPlate.Explain how nutrients get to organs and body systems.Demonstrate how to resolve a conflict.
Stage 2: Acceptable Evidence	
<p>Transfer Task</p> <ul style="list-style-type: none">Students will identify and verbally recall behaviors that they should not engage in to minimize the risk of exposure to lice.Students will demonstrate how to call 9-1-1 using their own personal information (phone number, address..etc).Students will recognize and verbally recall the food groups as shown on MyPlate.Students will explain why they should stay home if they have a cold or the flu.Students will demonstrate how to work through a conflict.Students will explain what foods are good to eat to build strong bones and muscles.	
<p>Other Evidence</p> <ul style="list-style-type: none">Teacher observationClass participationOngoing classroom practiceIndividualized instruction	



Reference Materials		
<ul style="list-style-type: none">• Student/Peer Assessment• Teacher Assessment-verbal, visual, written• Grouping Strategies• Modified Assignments for Students with Special Needs• HLC Program• Modified Assignments for Students of Varying Skill Levels• Goal Setting Worksheets• Student Surveys• Brain Pop and Brain Pop Jr.• www.cdc.gov		
Accommodations and Modifications		
Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)• Substitute a hands-on activity or use of different media in projects for a written activity• Provide word banks / word walls• Prepare and distribute advance notes• Provide additional time to complete assessments and assignments• Model and use gestures to aid in understanding• Model tasks by giving one or two examples before releasing students to work independently• Present instructions both verbally and visually• Simplify written and verbal instructions• Speak clearly and naturally, and try to enunciate words, especially their ending sounds.• Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)• Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)• Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)• Simplify the language, format, and directions of the assessment• Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling• Allow editing and revision before grading• Design projects and assessment for student that require reduced sentence or paragraph composition• Give alternative homework or class work assignments suitable to the student’s linguistic ability for activities and assessments• Utilize alternate reading assignments/materials at the student’s reading level.• Allow for alternate seating for proximity to peer helper or teacher as necessary• When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Break down assignments with oral directions, written directions, and visuals.• Provide frequent reminders to stay on task.• Follow individual IEP plans for specific modifications.• List steps or guidelines to clarify expected outcome• Provide visual supports• Reinforce on-task behavior• Peer mentoring (pairing with another student who is working at an advanced level)• Guided questions• Partnering/Grouping of students• Re-teaching and review• Multi-media approach to accommodate various learning styles• Teacher/Aide assistance• Translation tool for different languages• Provide individualized support and attention as needed.	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Demonstrate for class• Create additional project in a different medium• Individual presentation



Stage 3: Activities

Teacher:
Grade: 1
Lesson Time: 60 min
Topic: Emergency 9-1-1

- Aligns with State NJSLs Health/Physical Education:**
- Community Health Services and Support 2.1.2.CHSS.3, 2.1.2.CHSS.3

- Objectives:**
- Students will be able to explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, and distinguishing between an emergency and a non-emergency situation.

- Materials:**
- Impatient Pamela Calls 911
 - Phone handout
 - 9-1-1 handout
 - Emergency contact handout

- Lesson Content:**
- Set Induction – Pass out the 9-1-1 handout to the children. Tell them that while coloring in the numbers on the paper they should brainstorm what that number means to them. Then ask them what it means to them and examples of when to call 9-1-1.
 - EQ:** Why is it important to know how and when to dial 9-1-1?
 - EU:** 9-1-1 is for emergencies only. I need to know my name, address or location and the emergency for when I dial 9-1-1.
 - Describe the difference between an emergency and non-emergency and make a list on the board.
 - Now explain to children what happens when we call 9-1-1. An operator will answer. The caller needs to stay calm, speak clearly, and don't hang up.
 - Information they need to know are name, address or location with details, and the emergency.
 - Read Impatient Pamela
 - Ask students to share their own experiences when they had to make an emergency call.
 - Finally, pass out an emergency worksheet completing the sidebar together and give the students a homework assignment. Tell them to have their parents or whoever is at home, help them fill out their emergency contact sheet. Ask them where a good place is to keep it at home (refrigerator).

Teacher:
Grade: 1
Lesson Time: 60 min
Topic: Bones

- Aligns with State NJSLs Health/Physical Education:**
- Personal Growth and Development 2.1.2.PGD.2

- Objectives:**
- Students will explain why our bones are important.
 - Students will name parts of the skeletal system.
 - Students will assemble a skeleton.

- Materials:**
- Brain Pop Jr. "Bones" (4:07)
 - Brain Pop Quiz
 - "Skeleton" worksheet

- Lesson Content:**
- Set Induction – Ask students if they can name some major organs in their body (heart, lungs, brain, nerves). Ask students what protects those major organs (bones - rib cage, skull, backbone). Ask what our bones do for us besides provide protection for our organs.
 - Show "Bones" and answer five quiz questions.
 - Share "Pop A Joke".
 - Give students a worksheet to cut out bones to make a skeleton.

- Closure:**
- Ask students what they can do to keep their bones strong. Tell students to go home and discuss what they learned with their parents. Have them ask their parents what foods help build strong bones.

Teacher:
Grade: 1
Lesson Time: 60 min
Topic: Cold and Flu

- Aligns with State NJSLs Health/Physical Education:**
- Health Conditions, Diseases and Medicines 2.3.2.HCDM.1, 2.3.2.HCDM.2

- Objectives:**
- Students will be able to explain how colds and the flu are spread.
 - Students will be able to understand ways to avoid the spread of germs
 - Students will understand the differences between the common cold and the flu.



Materials:

- The Flu and You by Geri Rodda, R.N.
- Flu Detective worksheet
- Brain Pop Jr. Video

Lesson Content:

- Set Induction – Ask students if they have ever been sick before and how did they know they were sick? Record some symptoms on the board and go over the definition of a symptom
- Read The Flu and You.
- Identify symptoms, methods of spreading, and prevention techniques for flu
- Show Brain Pop Jr. video “Colds and Flu” and take quiz as class
- Have students complete Detective Amy maze for avoiding the flu and Detective Dan’s ways to stay healthy.

Closure:

- Tell the students to go home and share with their families ways to prevent and treat the flu.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Conflict Resolution I

Aligns with State NJCCCS Health/Physical Education:

- Emotional Health 2.1.2.EH.1, 2.1.2.EH.2

Objectives:

- Students will be able to identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Materials:

- Brain Pop Jr. video *Conflict Resolution* (7:04)
- Brain Pop Jr. Quiz
- HLC Activity 1 (Inclusion)
- HLC Activity 2 (Emotion Face)
- Paper Plates (1 per student)
- Popsicle Stick (1 per student)

Lesson Content:

- Set Induction – Write the word *conflict* on the board and ask the class for a definition. If they need help, explain that a conflict is a disagreement between two or more people and give examples. Ask the class: Tell me about a time when you have experienced a conflict.
- Write the word *resolution* on the board and ask the class for a definition. If they need help, explain that a resolution is a means of coming to an agreement to solve a problem or disagreement. Ask the class to tell about a time when they have experienced two or more parties resolving a disagreement.
- Activity – Show the Brain Pop Jr. video and answer quiz questions as a class.
- Read HLC Activity 1 paragraph on inclusion in a party. Discuss what happened and what kind of emotions Franklin may have felt.
- Write the different types of emotions on the board.
- Complete Activity 2 - create a paper plate face which depicts an emotion Franklin might have felt.

Closure:

- Students will identify a conflict in their life and explain how it was or could have been resolved.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Conflict Resolution II

Aligns with State NJSLS Health/Physical Education:

- Emotional Health 2.1.2.EH.1, 2.1.2.EH.2

Objectives:

- Students will be able to identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Materials:

- Clifford and the Grouchy Neighbors by Norman Bridwell
- Fish transparency
- Think First handout
- Conflict resolution scenarios

Lesson Content:

- ❖ Set Induction – Display the fish transparency and ask the students to brainstorm what they think is going on in the picture. Discuss why the fish might be arguing and how they think the fish could resolve their problems without fighting.
- ❖ Write the word conflict on the board and ask the class for a definition. If they need help, explain that a conflict is a disagreement between two or more people and give examples. Ask the class: Tell me about a time when you have experienced a conflict.
- ❖ Activity – Read: Clifford and the Grouchy Neighbors to the class and ask the following questions:
 - o What was the conflict in the story?
 - o How could the conflict have been prevented?
 - o What could have been done to keep the neighbors from having a conflict?



- o When might it have been a good idea to use the Think and Share method to solve the conflict?

Next, show the children the Think First handout. Explain that these are steps to help solve a conflict. Use a conflict in the book as an example and relate it to the story. Then ask the children if they can think of another conflict in the story and how it could be handled.

Lastly, read various conflict resolution scenarios to the children. Ask them to give a strategy to solve the conflict peacefully.

Evaluation:

- Students will identify a conflict in their life and explain how it was or could have been resolved.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Determination

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.4

Objectives:

- Students will understand the concept of determination.
- Students will identify strategies for getting a job done.
- Students will create a goal for themselves and a friend.

Materials:

- Brain Pop Jr. video “Determination’ (5:37)
- Brain Pop Jr. Activity Sheet *Set Goal*
- Index cards

Lesson Content:

- Set Induction – Draw a brainstorm web on a whiteboard or other large display. Ask students to think of a time when they faced something challenging. If necessary, you can give an example or two such as learning to read or tying shoes. As students share, write their ideas on the brainstorm web. Then, ask what they did to accomplish these challenges and also what they did when they got stuck. Add their ideas and strategies to the web.
- Ask students what they think determination means.
- Watch the *Determination* video.
- Distribute the goal setting activity sheet and have them complete it identifying a goal for them and steps to achieve it.

Closure: Distribute index cards to each student. Prompt them to think about someone they know who is working toward something challenging, such as preparing for a race, studying for a big test, learning to do something new or difficult. The person could be a child or an adult; a family member or friend. Have students create a postcard for the person using ideas and words of inspiration from their concept maps as well as drawing to go with it. Tell students to give the postcard to the person.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Digestive System

Aligns with State NJSLs Health/Physical Education:

- Personal Growth and Development 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4
- Nutrition 2.2.2.N.3

Objectives:

- Students will name the parts of the digestive system.
- Students will draw a diagram of the digestive system.

Materials:

- Brain Pop Jr. video “Digestive System”(4:26)
- “Digestive System” worksheet
- Crayons and pencil

Lesson Content:

- Set Induction – Ask students “What is it important to eat food?”. Ask students “What happens after you put food in your mouth?” (chew it). Ask students “Why do we chew our food?”. Ask students “What else in your mouth helps break down food?” Ask students “Where does food go after leaving your mouth?”. Ask students “What does the esophagus remind you of?”. Ask students “After sliding down the esophagus, where does the food go and why?” Ask students “Where does food go after that?” (small intestine). Ask students “What do you think happens in the small intestines?” (nutrients absorbed).
- Show Brain Pop Jr. video “Digestive System”. Afterwards, take the quiz as a class.
- Hand out the worksheet and have students draw and label the parts of the digestive system or draw things that represents what that part does.
- Closure- Ask students to explain the importance of the digestive system.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Lice

Aligns with State NJSLs Health/Physical Education:

- Health Conditions, Diseases and Medicines 2.3.2.HCDM.2

Objectives:

- Students will be able to explain how lice are spread.What are lice? How can you avoid lice? What can you do if you get lice?



- Students will be able to understand ways to avoid the spread of lice.

Materials:

- What’s Bugging Nurse Penny book
- Brain Pop Jr. video “Lice”
- Lice Worksheets

Lesson Content:

- Set Induction – Ask students if they have a favorite insect. Ask students if they have ever heard of lice and ask them to define or think of words associated with lice. Record responses on the whiteboard.
- Read the book
- Show Brain Pop Jr. video “Lice” and take quiz as a group.
- Complete *Head Lice* worksheet
- Go over answers as a large group.
- Conclusion - Check for understanding by asking “What are lice?” “How can you avoid lice?”” What can you do if you get lice?”

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Muscles

Aligns with State NJSLs Health/Physical Education:

- Personal Growth & Development 2.1.2.PGD.1, 2.1.2.PGD.2
- Nutrition 2.2.2.N.1

Objectives:

- Students will explain why our muscles are important.
- Students will understand why muscles need more blood when they are active.
- Students will create a health goal that involves working to keep their muscles strong.

Materials:

- Brain Pop Jr. “Muscles” (5:04)
- Brain Pop Quiz
- “Health Goal” worksheet

Lesson Content:

- Set Induction – Ask students if they can name some major muscle groups of the body (see diagram). Ask students what muscles do for us. Ask what we can do to keep our muscles strong.
- Show “Muscles” and answer five quiz questions.
- Give students a worksheet to create a health goal that will have them work on strengthening their muscles.

Closure:

- Ask students what they can do to keep their muscles strong. Tell students to go home and discuss what they learned with their parents. Have them show their parents two exercises that will help strengthen muscles.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Stress

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.4.EH.4

Objectives:

- Students will be able to explain different causes of stress.
- Students will be able to explain and understand methods of stress relief.
- Students will practice visualization as a method of stress relief.

Materials:

- HLC Activity 1 (Stress Makers & Stress Helpers)
- HLC Activity 2 (Pleasant Place)
- Blank Paper
- Crayons or markers

Lesson Content:

- Set Induction – Ask students if they know what is meant by the term “stress”. Ask them what they think are symptoms of stress.
- Discuss what they think can cause stress.
- Discuss what activities to do to relieve stress.
- Complete activity one (pairing of stress makers with stress helpers).
- Complete activity two (visualize a happy place then draw that scene).
- Closure- Ask students to explain what they can do to help a friend who is in a stressful situation. Tell them that you want them to go home and share with parents what stress is and how coloring can relieve stress.



Teacher:

Grade: 1

Lesson Time: 60 min

Topic: Teeth

Aligns with State NJSLs Health/Physical Education:

- Personal Growth & Development 2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3

Objectives:

- Students will be able to explain why it is important to brush your teeth.
- Students will be able to name foods that are good for your teeth.
- Students will be able to explain what may happen when you visit the dentist.

Materials:

- Brain Pop Jr. “Caring For Teeth” (5:54)
- Brain Pop Jr. “Going To The Dentist” (4:04)
- Brain Pop Quiz
- “What’s Inside My Teeth?” worksheet
- “Tooth” Envelope
- “Tooth Comic Strip” worksheet

Lesson Content:

- Set Induction – Ask students if they know how to keep their teeth healthy. Ask what are some bad habits they have that are not good for their teeth.
- Show “Caring For Teeth” and answer five quiz questions.
- Show “Going to the Dentist” and answer the quiz questions.
- Give students a worksheet to answer questions about the parts of a tooth.
- Have students create a comic strip from the point of view of a tooth.

Evaluation:

- Tell students to go home and discuss what they learned with their parents. Have them ask when their next dental visit will be. Have them make an envelope for a baby tooth.

Teacher:

Grade: 1

Lesson Time: 60 min

Topic: MyPlate Introduction

Aligns with State NJSLs Health/Physical Education:

- Nutrition 2.2.2.N.1

Objectives:

- Students will be able to explain why some foods are healthier to eat than others.
- Students will be able to sort unhealthy and healthy foods.

Materials:

- “The Berenstain Bears and Too Much Junk Food” book
- Healthy/Unhealthy Worksheet
- My Plate Worksheet

Lesson Content:

- Set Induction – Ask students if they know examples of healthy foods and junk food.
- Discussion
- Read the book to the class and ask questions.
- Give students a worksheet where they are to decide if a food is healthy or unhealthy. We will go over it as a closure to the lesson.

Evaluation:

- Students will complete the healthy/unhealthy foods worksheet.



Unit Title / Topic: Second Grade Health	Unit Duration: 9 Lessons
Stage 1: Desired Results	



Established Goals (NJSLs):

2.1 Personal Growth and Mental Health

Personal Growth and Development

Individuals enjoy different activities and grow at different rates

- 2.1.2.PGD.3 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Pregnancy and Parenting

All living things may have the capacity to reproduce.

- 2.1.2.PP.1: Define reproduction.Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Emotional Health

Many Factors influence how we think about ourselves and others.

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)

There are different ways that individuals handle stress, and some are healthier than others.

- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Resilience 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).

There are different ways that individuals handle stress, and some are healthier than others.

- 2.1.2.EH.4 Demonstrate strategies for one’s own emotions, thoughts and behaviors.
- 2.1.2.EH.5 Explain healthy ways of coping with stressful situations.

Social and Sexual Health

Families shape the way we think about our bodies, our health and our behaviors.

- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

People have relationships with others in the local community and beyond.

- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Communication is the basis for strengthening relationships and resolving conflict between people.

- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

Community Health Services and Support

People in the community work to keep us safe.

- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Health Conditions, Diseases and Medicines

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

- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.2 Physical Wellness

Nutrition

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.

2.3 Safety

Personal Safety

Potential hazards exist in personal space, in the school, in the community, and globally

- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.

Alcohol, Tobacco and Other Drugs

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one’s health.

- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency, Substance Disorder and Treatment

Substance abuse is caused by a variety of factors.

- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.



Units of Study

Diseases and Health Conditions:

- Lesson:
 - Allergies/Asthma

Safety:

- Lesson:
 - Fire Safety

Interpersonal and Intrapersonal Relationships:

- Lessons:
 - Self-Image
 - Respect
 - Tattling vs. Telling
 - Bullying
 - Stress
 - Communicating Well

Exercise and Your Heart:

- Lesson:
 - Heart and Heart Rate

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4.4. 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.

Technology Integration (NJSLs 8):

- 8.1 Impacts of Computing - Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
 - 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.



<ul style="list-style-type: none">9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social9.4.5.TL.5: Collaborate digitally to produce an artifact.	
Transfer	
<p>Transfer Goal:</p> <ul style="list-style-type: none"><u>Diseases and Health Conditions</u> - Students will independently use their knowledge about diseases and triggers to promote health enhancing behaviors.<u>Safety</u> - Students will independently use their acquired knowledge of fire safety to create an evacuation plan for their home.<u>Interpersonal/Intrapersonal Relationships</u> - Students will independently use their learning to apply stress management techniques to deal with stressful situations and coping strategies for dealing with negative interactions with others.<u>Exercise and Your Heart</u> - Students will be able to identify different types of physical activities that are fun and can be incorporated into their daily life to maintain a healthy lifestyle.	
Meaning	
<p>Students will understand that:</p> <ul style="list-style-type: none">Stress management skills impact an individual’s ability to cope with different emotional situations.There is a difference between important telling and telling to cause trouble.Being physically active is a lifelong commitment to keep you healthy and strong.There are a wide variety of activities that can be incorporated into one’s daily routine to maintain a healthy lifestyle.The first thing to do when caught in a fire is to get out of the building.There are precautions to take for fire prevention and steps to take when waiting for fire rescue.Allergies and asthma are not contagious diseases.There are steps you can take to help someone with allergies reduce the risk of an allergic reaction.	<p>Essential Questions:</p> <ul style="list-style-type: none">What is stress?How can stress be reduced?What constitutes important telling?When is telling really tattling?Why is it important to be physically active every day?How would you feel if you were not physically active?What can you do to be more physically active every day?How would you leave your home in the case of a fire when you are in your bedroom? ...upstairs room? ...downstairs room? ...basement?What can you do to help yourself when you are trapped in a building on fire?What are some different types of allergies?How can you minimize having an allergic reaction?What treatments are used for allergies?What are some different types of asthma?What are some preventive measures to reduce the risk of an asthma attack?What happens during an asthma attack and how do you treat it?
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none">Appropriate measures to take to prevent allergic reactions.That asthma may flare due to different triggers.Stress reduction techniques will help them to relax both in school and at home.Staying calm and expressing how you feel are important steps in resolving conflicts.Exercise is an essential component of lifelong health and wellness.There are a variety of ways to exercise and they should experiment to find activities they enjoy.There are practices you can implement to stay safe in a fire.Every family should have an escape plan and meeting place in case of a fire.	<p>Students will be able to:</p> <ul style="list-style-type: none">Identify different types of allergies.Explain treatment options for asthma and asthma symptoms.Identify stress markers and stress helpers to better understand how stressful situations make them feel.Recognize the difference between tattling and telling.Identify ways to exercise safely.Identify exercises they can do indoors and outdoors.Create an evacuation plan for their home.Identify unsafe situations in their home and suggest fire prevention measures for their home.
Stage 2: Acceptable Evidence	
<p>Transfer Task</p> <ul style="list-style-type: none">Students will identify how different environmental triggers can cause allergic or asthmatic reactions.Students will implement conflict resolving techniques to solve problems.Students will identify and practice stress relieving techniques.Students will verbally recall benefits of exercise and types of cardio based exercises that aid in lifelong fitness.Students will create a home evacuation plan in case of a fire.	
Reference Materials	



<ul style="list-style-type: none">• Student/Peer Assessment• Teacher Assessment-verbal, visual, written• Grouping Strategies• Modified Assignments for Students with Special Needs• HLC Program• Modified Assignments for Students of Varying Skill Levels• Goal Setting Worksheets• Student Surveys• Brain Pop and Brain Pop Jr.• www.cdc.gov		
Accommodations and Modifications		
Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)• Substitute a hands-on activity or use of different media in projects for a written activity• Provide word banks / word walls• Prepare and distribute advance notes• Provide additional time to complete assessments and assignments• Model and use gestures to aid in understanding• Model tasks by giving one or two examples before releasing students to work independently• Present instructions both verbally and visually• Simplify written and verbal instructions• Speak clearly and naturally, and try to enunciate words, especially their ending sounds.• Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)• Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)• Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)• Simplify the language, format, and directions of the assessment• Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling• Allow editing and revision before grading• Design projects and assessment for student that require reduced sentence or paragraph composition• Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments• Utilize alternate reading assignments/materials at the student's reading level.• Allow for alternate seating for proximity to peer helper or teacher as necessary• When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Break down assignments with oral directions, written directions, and visuals.• Provide frequent reminders to stay on task.• Follow individual IEP plans for specific modifications.• List steps or guidelines to clarify expected outcome• Provide visual supports• Reinforce on-task behavior• Peer mentoring (pairing with another student who is working at an advanced level)• Guided questions• Partnering/Grouping of students• Re-teaching and review• Multi-media approach to accommodate various learning styles• Teacher/Aide assistance• Translation tool for different languages• Provide individualized support and attention as needed.	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Demonstrate for class• Create additional project in a different medium• Individual presentation
Stage 3: Lessons & Activities		



Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Bullying

Aligns with State NJSLS Health/Physical Education:
● Emotional Health 2.1.2.EH.1, 2.1.2.EH.5

Objectives:
● Students will be able to explain what is meant by bullying.
● Students will be able to explain the difference between bullying and cyberbullying.
● Students will be able to understand the role of a bully, victim, and bystander.

Materials:
● Brain Pop Jr. video “Bullying” (5:10)
● “Bullying” activity sheet
● “Bullying” word play sheet

Lesson Content:
● Set Induction – Ask students to explain what they think the word “bully” means. Ask students why they think people choose to bully other people. Ask students to give an example of a time when they were bullied. Ask if anyone stepped in to help them. Ask students if they have ever witnessed someone else being bullied. Ask what they did. What is it called if you witness bullying but you are not the victim or the bully. Do you think this person, bystander, plays an important part in whether or not the bullying continues.
● Show the Brain Pop Jr. video “Bullying”. Answer the quiz as a class.
● Using the word play sheet, discuss the words listed.
● Pass out the comic on bullying with Moby. Have students complete the comic and share with someone sitting next to them. Ask some students to share why bullying happened in their comic and how it was resolved.
● Closure- Remind students that bullying happens in many different ways. It can be physical, mental, emotional, or social bullying, and it can happen in person or online. Ask students to tell what they can do if they are ever bullied. Remind them that they should never feel embarrassed about being bullied and that that should always tell someone.

Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Allergies/Asthma

Aligns with State NJSLS Health/Physical Education:
● Health Conditions, Diseases and Medicines 2.3.5.HCDM.1

Objectives:
● Students will be able to explain what it means to have an allergy.
● Students will be able to identify what triggers asthma.
● Students will describe treatments for asthma and allergic reactions.

Materials:
● Brain Pop Jr. videos *Allergies* (3:48) and *Asthma* (4:25)
● Brain Pop *Asthma* activity sheet and graphic organizer
● Brain Pop *Asthma* challenge
● Brain Pop Jr.*Allergies* quiz

Lesson Content:
● Set Induction – Ask students to raise their hand if they have an allergy. Ask students to share what type of allergy they have. Ask students with allergies to explain what they do if they have an allergic reaction. Ask students with an allergy if they know what caused them to have an allergy.
● Ask students to raise their hand if they have asthma. Ask students to share what type of asthma they have. Ask students with asthma to explain what they do if they have an asthma attack. Ask students with asthma if they know what caused them to have asthma.
● Show the **Brain Pop Jr.** video “*Allergies*”. Answer quiz questions as group. Then show the **Brain Pop Jr.** video “*Asthma*”. Answer the challenge questions as group from **Brain Pop** “*Asthma*” video.
● Pass out activity sheet or graphic organizer sheet. Have students complete as we go over together.
● Closure- Ask students “What can you do if you are with someone having an allergic reaction?”

Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Communicating Well

Aligns with State NJCCCS Health/Physical Education:

Objectives:
● Students will identify the techniques of the TELL model of good communication.
● Students will apply the techniques of good communication to given scenarios.
● Students will recognize communication involves speaking and listening.

Materials:
● HLC Program’s Life Skills Unit Lesson 2

Lesson Content:



- Set Induction – Ask students what is involved in good communications (active listening and speaking clearly). Ask students how we communicate with each other; ie, spoken word, printed materials, symbols, sign language, facial expressions, body language.
- Read the introductory story to the class and ask the two questions after reading.
- Write the TELL model on the board. Explain what each letter stands for and what it means. Ask how Franklin neglected to use the model in the story.
- Use the scenario handouts and give one to each pair of students. Have students use the TELL model to act out the scenario or have the pair read/explain how the scenario would play out.
- Closure- Ask students to explain what part of health communication impacts. Tell them that you want them to go home and explain what they learned with someone at home and share with family members one time bad communication lead to a misunderstanding.

Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Fire Safety

Aligns with State NJSLs Health/Physical Education:

- Personal Safety 2.3.2.PS.3

Objectives:

- Students will be able to explain what an evacuation plan is.
- Students will be able to identify where a good family meeting place might be.
- Students will be able to understand how to check if it is safe to open a door during a fire.

Materials:

- Brain Pop Jr. video “Fire Safety” (5:37)
- Brain Pop “Fire Safety Emergency plan ” activity sheet
- HIC Program “Fire Safety” sheet

Lesson Content:

- Set Induction – Ask students to explain what they would do if they were in their home and a fire started. Ask students if their family has an emergency evacuation plan. Ask where their family plans to meet if separated during a fire.
- Read HIC “Great Chicago Fire of 1871” and discuss why it was so devastating. Talk about fire safety used in buildings today.
- Show the Brain Pop Jr. video “Fire Safety”. Answer the quiz as a class.
- Share the four facts about fire.
- Reiterate the important parts of an evacuation plan from HIC.
- Pass out “Fire Safety Emergency Plan” and “Fire Safety” worksheets. Have students complete as we go over together.
- Closure- Ask students “when do you call 911 if your house catches fire?”Have students go home and ask their parents where the smoke alarms are located in the house. Tell them to remind parents to change batteries every six months. Also, have students ask if their homes have fire extinguishers and carbon monoxide detectors.

Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Heart and Heart Rate

Aligns with State NJSLs Health/Physical Education:

- Personal Growth and Development 2.1.2.PGD.1

Objectives:

- Students will be able to tell what system the heart belongs to.
- Students will explain what the heart does.
- Students will describe ways to keep the heart strong and healthy.
- Students will demonstrate how to find their heart rate.

Materials:

- Brain Pop Jr. videos *Heart* (4:26)
- Brain Pop Jr. activity sheet
- Brain Pop Jr.quiz

Lesson Content:

- Set Induction – Ask students to name important organs of the body. Once students have named the heart, ask students to which system the heart belongs. Ask students what the heart does.
- Show the Brain Pop Jr. video “*Heart*”. Answer quiz questions as a group.
- Ask students what is meant by heart rate. Ask students what is the difference between RHR and THR. Have students locate their heart rate in their neck or wrist. Define RHR and what is normal (70 to 100 bpm for 6 to 15-year-olds/the more fit you are, the lower your RHR). Define THR and what is normal (220 minus age - 50 to 85% of that number).
- Pass out activity sheet. Have students complete as we go over together.
- Closure- Ask students “What they can do to ensure they have a strong, healthy heart?”

Teacher:
Grade: 2
Lesson Time: 60 min
Topic: Being Respectful of Others

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.1



Objectives:

- Students will be able to explain what is meant by being respectful.
- Students will be able to recognize why it’s important to be respectful of others’ feelings and opinions.
- Students will be able to develop responses that are respectful of others’ feelings

Materials:

- HLC Program’s Conflict Resolution Unit Lesson 1
- “Find Someone Who” activity sheet
- “Respect the Feelings of Peers” activity sheet

Lesson Content:

- Set Induction – Ask students to explain what they think being respectful means. Ask students why they think it is important to be respectful of the opinions and feelings of others. Ask students to give an example of a time when someone was not respectful of their feelings or opinion. Ask how it made them feel. Ask if anyone has ever been disrespectful to someone. Ask how it made that person feel. Ask why they chose to be disrespectful.
- Ask students if they think they know everything about other students in the class. Explain that getting to know more about a person helps you to understand that person better and hopefully respect who they are. Explain that the activity is to help them know their classmates a little better.
- Pass out the “Find Someone Who” activity sheet. Tell students to try to speak to everyone in the classroom and fill out their sheet by placing one or two names in each box. After a designated time period, have students return to their seats and share.
- Talk about the golden rule “treat others the way you want to be treated”. Pair students off and give each pair a copy of “Respect the Feelings of Peers” activity sheet. Have them complete together. Discuss aloud how the pairs responded.
- If time permits, sit students in a circle to play “Do you know your classmate?”. The first student looks at the student to the right and says “Yes, I know my classmate. He/she likes to...”. The object is to say something respectful about the classmate.
- Closure- Ask students to explain how showing respect affects your health. Tell them that you want them to go home and explain what they learned with someone at home.

Teacher:

Grade: 2

Lesson Time: 60 min

Topic: Self Image

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.4

Objectives:

- Students will be able to explain what is meant by self image.
- Students will be able to explain how they see themselves.
- Students will be able to explain and understand methods of how to impact how they can feel good about themselves.

Materials:

- HLC Program’s Life Skills Unit Lesson 1

Lesson Content:

- Set Induction – Ask students what they think of when they hear the word “health”. Have students give examples of what it means to be healthy. Explain that there are four parts to health: physical, mental, emotional, and social. Ask students if they know what is meant by the term “self image”. Ask students how they see themselves, explain what type of person they are. Explain the Case Crusaders and why they represent what they do.
- Read “Inside Franklin’s Head”. Afterward, ask how students made Franklin. Ask what changed his self image. Ask students to think about what they like about themselves. Ask why they think it is important to like themselves and feel good about themselves.
- Ask students if they have ever been made to feel bad about themselves. Ask what they did to feel better about themselves. Ask students if they have ever made someone else feel bad about themselves. Ask how it made them feel after realizing they made someone else feel bad. Ask if they did anything to change the self image of either party. Have students share one thing that makes them unique.
- Closure- Ask students to explain what part of health self image impacts. Tell them that you want them to go home and explain what they learned with someone at home and share with family members what they like about them.

Teacher:

Grade: 2

Lesson Time: 60 min

Topic: Stress

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.2.EH.4; 2.1.2.EH.5

Objectives:

- Students will be able to explain different causes of stress.
- Students will be able to explain and understand methods of stress relief.

Materials:

- HLC Activity 1 Story
- HLC Stressful Scenarios
- Wordsearch

Lesson Content:

- Set Induction – Ask students if they know what is meant by the term “stress”. Ask them what they think can cause someone stress. Ask students what they might do to eliminate or reduce stress in their lives.
- Read HLC Activity 1 Story.
- Answer questions #1-4 from Activity 1 and make a list of stress reducing activities.



- Read over stress scenarios and discuss them.
- Independently complete word search of activities to help relieve stress.
- Closure- Ask students to explain what they can do to help a friend who is in a stressful situation. Tell them that you want them to go home and explain what they learned with someone at home and ask if their parents know anyone who may have suffered from anxiety and stress and find out what that person did to control the stress in their life.

Teacher:

Grade: 2

Lesson Time: 60 min

Topic: Tattling vs. Important Tell

Aligns with State NJSLS Health/Physical Education:

- Emotional Health 2.1.2.EH.2; 2.1.2.EH.3
- Social and Sexual Health 2.1.2.SSH.6; 2.1.2.SSH.7

Objectives:

- Students will respond to scenarios that require the help of an adult.
- Students will distinguish between tattling and telling.
- Students will identify a trusted adult.

Materials:

- Newspaper Story by Franklin
- “Tattling vs. Important Telling” activity sheet
- “Scenarios” handout

Lesson Content:

- **Set Induction** – Ask students to explain what they think the word “tattling” means. Ask students what are some examples of a time when telling is really tattling. Ask students what makes it a tattling situation. Ask students for examples of when a situation of telling is truly important. What is the difference between tattling and important telling?
- Read the newspaper story by Franklin.
- Read the situations from *Tattling vs. Important Telling* and have the class decide to which category each belongs.
- Read the *Scenarios Handout* and have the class discuss what the course of action should be and explain why.
- **Closure**- Remind students that they should think carefully before going to an adult with a situation. Also remind them not to hesitate about going to an adult when it is important to get an adult involved. Ask them to name people, by title, who they consider to be trusted adults.



Unit Title / Topic: Third Grade Health	Unit Duration: 9 Lessons
Stage 1: Desired Results	
<p>Established Goals (NJSLs):</p> <p>2.1 Personal and Mental Health</p> <p>Personal Growth and Development</p> <p>Personal hygiene and self-help skills promote healthy habits</p> <ul style="list-style-type: none">2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. <p>Health is influenced by the interaction of body systems.</p> <ul style="list-style-type: none">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). <p>Emotional Health</p> <p>Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p> <ul style="list-style-type: none">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. <p>Social and Sexual Health</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <ul style="list-style-type: none">2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. <p>Community Health Services and Support</p> <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <ul style="list-style-type: none">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. <p>Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p> <ul style="list-style-type: none">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). <p>2.2 Physical Wellness</p> <p>Nutrition</p> <p>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.</p> <ul style="list-style-type: none">2.2.5.N.1 Explain how healthy eating provides energy, helps to maintain a 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. <p>2.3 Safety</p> <p>Personal Safety</p> <p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <ul style="list-style-type: none">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. <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <ul style="list-style-type: none">2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. <p>Health Conditions, Diseases and Medicines</p> <p>There are actions that individuals can take to help prevent diseases and stay healthy.</p> <ul style="list-style-type: none">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). <p>Alcohol, Tobacco and Other Drugs.</p> <p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <ul style="list-style-type: none">2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. <p>Dependency, Substance Disorder and Treatment</p> <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <ul style="list-style-type: none">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.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. <p>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.</p> <ul style="list-style-type: none">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).	



Units of Study

Nutrition:

- Lessons:
 - Nutrition
 - Nutrition Facts Label

Personal Safety:

- Lessons:
 - Substance Abuse (Media Influence)
 - Personal Hygiene

First Aid:

- Lessons:
 - First Aid
 - CPR/Burns
 - Water Safety
 - Concussions

Interpersonal and Intrapersonal Relationships:

- Lessons:
 - Conflict Resolution
 - Stress
 - Setting Goals
 - Risk

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4.4. 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.

Technology Integration (NJSLs 8):

- 8.1 Impacts of Computing - The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.
 - 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
 - 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate



<div>change issue and deliberate about possible solutions</div> <div><ul style="list-style-type: none">9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social9.4.5.TL.5: Collaborate digitally to produce an artifact.</div>	
Transfer	
<div>Transfer Goal:</div> <div><ul style="list-style-type: none"><u>Nutrition</u> - Students will independently use their learning to apply knowledge of nutrition to make appropriate selections to eat a balanced meal with a variety of food choices that, with physical activity, can lead to a healthy lifestyle.<u>Personal Safety</u> - Students will understand the consequences associated with taking risks, positive and negative, to avoid unhealthy risks and pursue risks that have a positive outcome.<u>Personal Safety</u> - Students will independently use their acquired knowledge of what causes diseases to understand how to defend against disease through good hygiene.<u>First Aid</u> - Students will independently use their learning to assist people with injuries.<u>Interpersonal/Intrapersonal Relationships</u> - Students will apply stress management techniques to deal with both short term and long term stressful situations.</div>	
Meaning	
<div>Students will understand that:</div> <div><ul style="list-style-type: none">Ensuring the calories we take equal the calories our bodies use is essential for maintaining a healthy lifestyleNutrition Fact Labels contain information about the foods they are eating and can tell them if a food is healthy or notThey need to avoid taking risks that have a negative outcome as they are becoming older and more responsible citizens.They should not fear taking a risk that may result in a positive outcome.Being trained in CPR/First Aid can be beneficial to everyone in their lives.They should remain calm and ensure their safety when helping an injured person.There is a difference in how short term and long term stress is managed.Stress is a normal part of life and stress management techniques are useful in dealing with these situations.</div>	<div>Essential Questions:</div> <div><ul style="list-style-type: none">What happens if too many calories are consumed and not enough energy is burned?What is the importance of being able to read a Nutrition Fact Label?How can I avoid taking an unnecessary risk?What are times when I should take a risk?What are some different safety concerns when swimming in a large body of natural water versus swimming in a pool?What steps should be taken when applying CPR?How do you address a small open wound versus and severe open wound?How can I manage short term stressful situations?How can I manage long term stressful situations?</div>
Acquisition of Knowledge & Skills	
<div>Students will know:</div> <div><ul style="list-style-type: none">Calories measure energy.A healthy diet is a key component of lifelong wellness.Nutrition Fact Labels are important in determining if a food is nutritious.If they have an allergy, they also need to know how to read the Nutrition Fact Labels.Undercurrents are dangerous when swimming in a lake or ocean.Drowning can happen in less than a foot of water.Saving a swimmer in distress should be done from behind if no equipment is involved.They must check the area for safety and stay calm before helping an injured person.CPR involves chest compressions and rescue breathing.To think of the consequences of their actions first when considering whether or not to take a risk.There are various stress management techniques to help them manage short term and long term stress.</div>	<div>Students will be able to:</div> <div><ul style="list-style-type: none">Identify the importance of balancing the amount of calories they consume with the amount of calories they burn through exercise.Compare and contrast Nutrition Fact Labels to make a healthier decision.Distinguish between safe and unsafe behavior when engaged in water activities.Recall the steps for providing CPR.Demonstrate how to perform the Heimlich maneuver for a choking victim.Explain how to dress a wound.Explain the importance of avoiding negative risks.Compare and contrast short term and long term stress management techniques and understand when they should be utilized.</div>



Stage 2: Acceptable Evidence

Transfer Task

- Students will identify foods that are good versus foods that are bad by being able to successfully read nutrition labels.
- Students will identify activities that may put them in a risky situation and what they can do to act in a safe manner.
- Students will identify stressful situations and how short term and long term stress can be managed.
- Students will understand the process for administering first aid.
- Students will identify rules to ensure safety when involved in water activities.

Other Evidence

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction

Reference Materials

- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Grouping Strategies
- Modified Assignments for Students with Special Needs
- HLC Program
- Modified Assignments for Students of Varying Skill Levels
- Goal Setting Worksheets
- Student Surveys
- Brain Pop and Brain Pop Jr.
- CDC.gov

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)• Substitute a hands-on activity or use of different media in projects for a written activity• Provide word banks / word walls• Prepare and distribute advance notes• Provide additional time to complete assessments and assignments• Model and use gestures to aid in understanding• Model tasks by giving one or two examples before releasing students to work independently• Present instructions both verbally and visually• Simplify written and verbal instructions• Speak clearly and naturally, and try to enunciate words, especially their ending sounds.• Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)• Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)• Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)• Simplify the language, format, and directions of the assessment• Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling• Allow editing and revision before grading• Design projects and assessment for student that require reduced sentence or paragraph composition• Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments• Utilize alternate reading assignments/materials at the student's reading level.• Allow for alternate seating for proximity to peer helper or teacher as necessary• When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.• Provide wait-time sufficient for English language learners who are trying to translate terms while	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Break down assignments with oral directions, written directions, and visuals.• Provide frequent reminders to stay on task.• Follow individual IEP plans for specific modifications.• List steps or guidelines to clarify expected outcome• Provide visual supports• Reinforce on-task behavior• Peer mentoring (pairing with another student who is working at an advanced level)• Guided questions• Partnering/Grouping of students• Re-teaching and review• Multi-media approach to accommodate various learning styles• Teacher/Aide assistance• Translation tool for different languages• Provide individualized support and attention as needed.	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none">• Demonstrate for class• Create additional project in a different medium• Individual presentation



<p>formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</p> <ul style="list-style-type: none">• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers		
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Stage 3: Activities to Foster Learning

<p>Teacher: Grade: 3 Lesson Time: 60 min Topic: Water Safety</p> <p><u>Aligns with State NJSLs Health/Physical Education:</u></p> <ul style="list-style-type: none">• Personal Safety 2.3.5.PS.1 <p><u>Objectives:</u></p> <ul style="list-style-type: none">• Students will compare and contrast the similarities and differences regarding the dangers of swimming in a pool and a natural body of water like the ocean.• Students will list equipment that should be used for water safety.• Students will explain what the flag colors (red, yellow, green) mean at the beach.• Students will demonstrate how to “doggie paddle”. <p><u>Materials:</u></p> <ul style="list-style-type: none">• Brain Pop Video “Water Safety” (6:41)• Brain Pop Challenge• Brain Pop Quiz• Brain Pop Activity Sheet and Graphic Organizer• Brain Pop Related Reading <p><u>Lesson Content:</u></p> <ul style="list-style-type: none">• <u>Set Induction</u> – Ask students how many of them can swim. Ask students to give examples of different places you can swim. Ask if they think there are different safety precautions depending on where they swim. Ask what are some precautions to take when engaged in various water sports or activities.• Watch Brain Pop video <i>Water Safety</i>. Have students show the arm movements for doggie paddling. Answer challenge and quiz questions as a class.• In small groups, discuss activity sheet questions. Afterward, clarify any questions on the sheet in the whole group.• Share <u>Related Reading</u> topics if time permits.• <u>Closure</u> - Have students go home and share what they have learned with a family member. Give students a graphic organizer to complete at home. <p>Teacher: Grade: 3 Lesson Time: 60 min Topic: Substance Abuse (Media Influence)</p> <p><u>Aligns with State NJSLs Health/Physical Education:</u></p> <ul style="list-style-type: none">• Dependency, Substance Abuse and Disorder 2.3.5.DSDT.4, 2.3.5.DSDT.5 <p><u>Objectives:</u></p> <ul style="list-style-type: none">• Students will be able to identify advertising techniques used in media to influence decisions..• Students will demonstrate an advertising technique to promote a product. <p><u>Materials:</u></p> <ul style="list-style-type: none">• HLC Activity 1• HLC Activity 2 <p><u>Lesson Content:</u></p> <ul style="list-style-type: none">• <u>Set Induction</u> – Ask students “What is media?”. Why is the purpose of media in regards to products? In what other ways is media used besides advertising? Is the media a positive or negative influence?• <u>Activity 1</u> - Have students make a list of products they’ve seen on commercials. By a show of hands, have students show if they have used or bought each product listed.• Write advertising techniques on the board one at a time and ask students for examples of the technique: association, bandwagon, beautiful people, bribery, celebrities, experts, fear, humor, warm and fuzzy.• Talk about the positive and negative effects of social media and texting.• <u>Activity 2</u> - In small groups, have students create a commercial using one or more of the techniques discussed. When finished, have the group explain why they chose that technique.• <u>Closure</u>- Remind students that they have to make good decisions when it comes to the use and viewing of content in any media format. A strong self-esteem and self respect will help prevent a person from making a bad decision that may have a lasting effect on their life. <p>Teacher:</p>



Grade: 3
Lesson Time: 60 min
Topic: Stress

Aligns with State NJSLs Health/Physical Education:

- Health Conditions, Diseases and Medicines 2.3.5.HCDM.3
- Emotional Health 2.1.5.EH.3

Objectives:

- Students will be able to explain different causes of stress.
- Students will be able to explain and understand methods of stress relief.

Materials:

- Brain Pop - Stress (4:34)
- Computer
- Smartboard
- Stress Worksheets

Lesson Content:

- Set Induction – Ask students if they know what is meant by the term “stress”. Ask them what they think can cause someone stress. Ask students what they might do to eliminate or reduce stress in their lives.
- Show the Brain Pop video about stress.
- Have students take the quiz on stress and come up to the smartboard throughout the activity.
- If time have students complete provided handouts on stress.
- Closure- Ask students to explain what they can do to help a friend who is in a stressful situation. Tell them that you want them to go home and explain what they learned with someone at home and ask if their parents know anyone who may have suffered from anxiety and stress and find out what that person did to control the stress in their life.

Teacher:
Grade: 3
Lesson Time: 60 min
Topic: Setting Goals

Aligns with State NJSLs Health/Physical Education:

- Emotional Health 2.1.5.EH.4

Objectives:

- Students will differentiate between short term and long term goals.
- Students will apply the SMART goal setting memory acronym
- Students will recognize that short term goals contribute to reaching long term goals.

Materials:

- HLC Program’s Life Skills Unit Lesson 4
- Brain Pop Video “Setting Goals”
- “Short and Long Term Goals” activity sheet

Lesson Content:

- Set Induction – Ask students to explain what it means to set a goal. Share two goals I have set and then ask the class what the difference is between the two goals. Discuss the meaning behind a short term and long term goal. Explain how one long term goal may have multiple short term goals.
- Ask students to share a goal they have set for themselves and ask if it is a long or short term goal. If it is a long term goal, ask if they have short term goals set that will help them reach the long term goal.
- Watch the Brain Pop video. Discuss Smart goals: specific, measurable, attainable, realistic, time-bound. Answer quiz questions as a class.
- Put students in pairs or small groups and give them the Short and Long-Term Goals Activity Sheet. Have them cut out the strips and match long term goal with short term goals that will help in reaching it. Discuss outcome as a large group.
- Closure- Ask students to explain how having goals affects your health. Tell them that you want them to go home and explain what they learned with someone at home. Have them pick a family member and set up a short or long term goal together.

Teacher:
Grade: 3
Lesson Time: 60 min
Topic: Risk

Aligns with State NJSLs Health/Physical Education:

- Safety 2.2.5.PS.1; 2..2.5.PS.3

Objectives:

- Students will be able to explain the meaning of a risk and identify risks.
- Students will be able to explain safety precautions to given scenarios.
- Students will identify consequences of risky behavior.

Materials:

- Risk Scenarios
- Risk Worksheets



Lesson Content:

- Set Induction – Ask students if they know what is meant by the term “risk”. Ask students if they have ever taken a risk (allow students time to share). Ask students if they were afraid when they took the chance (allow students time to respond). Ask students what the consequence of taking the risk was (allow students time to respond). Ask students if they would take the same chance again and if so, would they change anything about how that approached the risk (allow students time to share).
- Read scenarios to students and let them discuss the risk and possible consequences in small groups.
- If time has students complete provided handouts on safe behavior.
- Closure- Ask students to summarize what makes an action risky. Tell them that you want them to go home and explain what they learned with someone at home and ask if their parents have ever taken a risk and ask if the risk was potentially life changing. Ask how it was life changing, what was the outcome, and would they do it again.

Teacher:

Grade: 3

Lesson Time: 60 min

Topic: Personal Hygiene

Aligns with State NJSLs Health/Physical Education:

- Health Conditions, Diseases and Medicines 2.3.5.HCDM.1; 2.3.5.HCDM.2

Objectives:

- Students will identify everyday habits to keep harmful bacteria from skin, hair, and teeth.
- Students will explain how good hygiene prevents illnesses.
- Students will recognize how good hygiene helps self-esteem.

Materials:

- Brain Pop Video “Personal Hygiene”
- Brain Pop Quiz
- Brain Pop Challenge
- Personal Hygiene Comparison worksheet

Lesson Content:

- Set Induction – Ask students to explain what it means to have good personal hygiene. Why is good hygiene important? When do you think you should start bathing on a daily basis?
- Ask students to give situations where good hygiene isn’t practiced and ask what can result from the bad habits (sharing clothes, not washing hands, hotel sheets).
- Watch Brain Pop videos. Discuss what stood out to them, anything newly discovered. Answer quiz questions as a class. Answer challenge questions as class.
- Pass out a worksheet for students to identify good and bad hygiene for the mouth, hair, hands, armpits, and feet and what consequences are for bad hygiene.
- Closure- Ask students to explain one way having good personal hygiene affects your health. Tell them that you want them to go home and explain what they learned with someone at home. Have them ask parents to do loads of laundry.

Teacher:

Grade: 3

Lesson Time: 60 min

Topic: Nutrition Fact Labels

Aligns with State NJSLs Health/Physical Education:

- Nutrition 2.2.5.N.1; 2.2.5.N.2

Objectives:

- Students will be able to explain why some foods are healthier to eat than others.
- Students will be able to read and understand the various parts of the nutrition fact label.

Materials:

- Brain Pop Jr. - Eating Right (5:01) & Sugar (5:13)
- Computer
- Smartboard
- Nutrition Facts Label Worksheets

Lesson Content:

- Set Induction – Show students a nutrition fact label. Ask them where they have seen one of these before. Also ask what they might already know about the nutrition fact label.
- Show the Brain Pop video on eating right and sugar.
- May have students take the quiz as a class by raising their hand for the answer they choose.
- If time, have students complete provided handout comparing two foods based on their nutrition fact labels.
- Closure- Ask students to define the term calories as this is a new word to their vocabulary. Tell them that you want them to go home and explain what they learned with someone at home and find at least one label in their house and talk about it.

Teacher:

Grade: 3

Lesson Time: 60 min

Topic: Nutrition

Aligns with State NJSLs Health/Physical Education:

- Nutrition 2.2.5.N.2



Objectives:

- Students will be able to explain why some foods are healthier to eat than others.
- Students will be able to read and understand the various parts of the nutrition fact label.

Materials:

- Brain Pop - Nutrition (4:37)
- Computer
- Smartboard

Lesson Content:

- Set Induction – Ask students if they know what is meant by the term “balanced diet”. Ask them what is meant by moderation. Also ask what is considered healthy and what is considered junk food.
- Show the Brain Pop video about nutrition.
- Have students take the quiz on nutrition by raising hands to select their answer. Have individual students come up to the smartboard to do the challenge and sortify activities.
- Closure- Ask students to explain what they can do to ensure they are eating a balanced diet. Tell them that you want them to go home and explain what they learned with someone at home and ask their parents if they can plan and help prepare a balanced meal.

Teacher:

Grade: 3

Lesson Time: 60 min

Topic: First Aid

Aligns with State NJSLs Health/Physical Education:

- Personal Safety 2.3.5.PS.2

Objectives:

- Students will understand the basic steps for giving CPR
- Students will explain the procedure for performing the Heimlich maneuver.
- Students will demonstrate how to apply pressure to a bleeding wound.

Materials:

- Brain Pop Video “First Aid”
- Brain Pop Quiz
- Brain Pop Related Reading: “Sickness and Health”, “Language”, “Yuck”, and “Personalities”

Lesson Content:

- Set Induction – Ask students to explain what it meant by giving first aid. Ask students to give examples of different types of first aid and when they should be used.
- Watch Brain Pop videos. Discuss what stood out to them, anything newly discovered. Answer quiz questions as a class.
- Ask students what CPR stands for and what it is used to do. Teacher will demonstrate the process of administering CPR.
- Ask students what the Heimlich maneuver is. Ask students what the universal sign for “I’m choking” is. Have volunteers demonstrate the Heimlich maneuver.
- Ask students what they can do for someone who is bleeding. Ask if the first aid response is different depending on how bad the victim is bleeding and where the wound is located. Have volunteers demonstrate how to stop a bleeding wound.
- Share Related Reading topics if time permits.
- Closure - Have students go home and share what they have learned with a family member. Have them show a family member how to do the Heimlich maneuver.

Teacher:

Grade: 3

Lesson Time: 60 min

Topic: CPR & Burns

Aligns with State NJSLs Health/Physical Education:

- Personal Safety 2.3.5.PS.2

Objectives:

- Students will understand the basic steps for giving CPR.
- Students will explain how to address burns of different degrees.

Materials:

- Brain Pop Videos “CPR” and “Burns”
- Brain Pop Quiz
- CPR worksheet

Lesson Content:

- Set Induction – Ask students what CPR stands for and what they remember from the First Aid lesson about CPR. Ask students if they are allowed to give CPR to a person in distress. Ask students what the most important thing is for them if they are in a situation where they must give CPR or any first aid assistance.
- Watch Brain Pop video on CPR and answer the quiz questions.
- Pass out CPR worksheet and complete it together.
- Have three volunteer students (victim, CPR trained individual, and individual who doesn’t know CPR) walk through a first aid scenario.
- Ask students what they can do for someone who has been burned.
- Show Brain Pop video “Burns”. If time permits, answer questions; otherwise, summarize important details about caring for burn victims.
- Closure - Have students go home and share what they have learned with a family member. Have them share with family members the major parts of CPR.



Teacher:
Grade: 3
Lesson Time: 60 min
Topic: Conflict Resolution

- Aligns with State NJSLs Health/Physical Education:**
- Emotional Health 2.1.5.EH.3; 2.1.5.PS. 4

- Objectives:**
- Students will be able to identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

- Materials:**
- Brain Pop video *Conflict Resolution* (4:25)
 - Brain Pop Quiz & Challenge
 - Brain Pop Activity Worksheet & Graphic Organizer Worksheet
 - Computer & Smartboard

- Lesson Content:**
- Set Induction - Write the word *conflict* on the board and ask the class for a definition. If they need help, explain that a conflict is a disagreement between two or more people and give examples. Ask the class: Tell me about a time when you have experienced a conflict.
 - Write the word *resolution* on the board and ask the class for a definition. If they need help, explain that a resolution is a means of coming to an agreement to solve a problem or disagreement. Ask the class to tell about a time when they have experienced two or more parties resolving a disagreement.
 - Ask students what they know about conflict resolution based on what they've learned while at FNB or Brookdale.
 - Activity – Show the Brain Pop video.
 - Complete the challenge as a class.
 - Complete the quiz as a class.
 - Independently complete the activity worksheet, and if time permits, have students complete the graphic organizer.
 - Discuss the worksheets as a class.
 - Closure - Students will identify a conflict in their life and explain how it was or could have been resolved.

Teacher:
Grade: 3
Lesson Time: 60 min
Topic: The Brain and Concussions

- Aligns with State NJSLs Health/Physical Education:**
- Personal Growth & Development 2.1.5.PGD.1
 - Personal Safety 2.3.5.PS.1
 - Community Health Services & Support 2.1.5.CHSS.1

- Objectives:**
- Students will identify symptoms of a concussion.
 - Students will list equipment that should be used to prevent concussions.
 - Students will explain what to do if diagnosed with a concussion.

- Materials:**
- Brain Pop Video *Brain* (3:37) & *Concussion* (5:42)
Brain Pop *Concussion* Quiz
Brain Pop Activity Sheet and Graphic Organizer
Brain Pop Related Reading

- Lesson Content:**
- Set Induction – Ask students what they know about concussions. Ask students what can cause concussions. Ask what sport they think has highest rate of concussions.
 - Watch Brain Pop video *Brain*. May answer quiz questions. .
 - Watch Brain Pop *Concussion* video. May answer quiz questions.
 - Share Related Reading topics if time permits.
 - Complete the activity sheet and graphic organizer. Discuss the worksheets.
 - Closure - Have students explain what they can do to help prevent getting a concussion in their lives.



Unit Title / Topic: Fourth Grade Health	Unit Duration: 9 Lessons
Stage 1: Desired Results	
<p>Established Goals (NJSLs):</p> <p>2.1 Personal and Mental Health</p> <p>Personal Growth and Development</p> <p>Health is influenced by the interaction of body systems.</p> <ul style="list-style-type: none">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). <p>Puberty is a time of physical, social, and emotional changes.</p> <ul style="list-style-type: none">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.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. <p>Pregnancy and Parenting</p> <p>Pregnancy can be achieved through a variety of methods.</p> <ul style="list-style-type: none">2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). <p>Emotional Health</p> <p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <ul style="list-style-type: none">2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts on 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. <p>Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p> <ul style="list-style-type: none">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. <p>Social and Sexual Health</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <ul style="list-style-type: none">2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. <p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <ul style="list-style-type: none">2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). <p>Community Services and Support</p> <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <ul style="list-style-type: none">2.1.5.CHSS.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p> <ul style="list-style-type: none">2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. <p>2.2 Physical Wellness</p> <p>Nutrition</p> <p>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.</p> <ul style="list-style-type: none">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. <p>There are actions that individuals can take to help prevent diseases and stay healthy.</p> <ul style="list-style-type: none">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 <p>2.3 Safety</p> <p>Personal Safety</p> <p>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.</p> <ul style="list-style-type: none">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. <p>Health Conditions, Diseases and Medicines.</p> <p>There are actions that individuals can take to help prevent diseases and stay healthy.</p> <ul style="list-style-type: none">2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). <p>Alcohol, Tobacco and Other Drugs</p> <p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <ul style="list-style-type: none">2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. <p>Drug misuse and abuse can affect one’s relationships with friends, family and community members in unhealthy ways.</p> <ul style="list-style-type: none">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.	



Dependency, Substance Disorders and Treatment

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

- 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).

Units of Study

Community Service:

- Lessons:
 - Cancer & Community Service (St. Jude Math-A-Thon)
 - Diabetes & Community Service (JDRF Kids Walk)

Fitness and Body Systems:

- Lessons:
 - Fitness
 - Body Systems

Substance Abuse:

- Lessons:
 - Peer Pressure
 - Substance Abuse

Smoking:

- Lessons:
 - Peer Pressure
 - Smoking

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4.4. 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.

Technology Integration (NJSLs 8):

- 8.1 Impacts of Computing - The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.
 - 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
 - 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
 - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
 - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
 - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
 - Evaluate and select technological tools that can be used to collaborate on a project.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.



<ul style="list-style-type: none">9.4.2.CT.2: Identify possible approaches and resources to execute a plan9.4.2.CT.3: Use a variety of types of thinking to solve problems9.4.2.DC.2: Explain the importance of respecting the digital content of others.9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social9.4.5.TL.5: Collaborate digitally to produce an artifact.	
Transfer	
<p>Transfer Goal:</p> <ul style="list-style-type: none"><u>Community Service</u> - Students will independently use their learning to recognize and understand the benefits of helping others in their community.<u>Fitness and Body Systems</u> - Students will independently use their acquired knowledge of how to take their RHR and determine their THR to identify physical activities that help strengthen their circulatory, respiratory, muscular, and skeletal systems.<u>Substance Abuse</u> - Students will independently use their learning to justify why they should not use drugs illegally and what they can do to help someone fighting a drug abuse problem.<u>Smoking</u>- Students will independently use their acquired knowledge of the dangers of smoking to help make healthy decisions as it pertains to first and secondhand smoke.	
Meaning	
<p>Students will understand that:</p> <ul style="list-style-type: none">Different exercises and life choices can affect their circulatory system.Their pulse measures their heart rate and is affected by different activities.Different exercises and life choices can affect their respiratory system.The students will use their knowledge about tobacco to make decisions that support a healthy and active lifestyle.Illegal use or abuse of OTC medicines and prescription medicines can cause dangerous, short and long term effects.Volunteering to perform a service on behalf of others can be rewarding to them and those they work to help.	<p>Essential Questions:</p> <ul style="list-style-type: none">What activities can you participate in to help your circulatory system?What activities negatively affect your circulatory system?How do you take your pulse?What is your target heart rate?What activities can you participate in to help your respiratory system?What activities negatively affect your respiratory system?What is secondhand smoke?How can we communicate to others the importance of not smoking?What are some harmful effects of substance abuse?What can you do instead of using alcohol, tobacco, and/or drugs?What are some community service activities you can do?Who and how are community service activities beneficial?
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none">Activities they should and shouldn't participate in to help their circulatory system.How to successfully take their pulse.Activities they should and shouldn't participate in to help their respiratory system.Why smoking and secondhand smoke is bad for their bodies.Why abusing drugs is bad for their bodies.Why participating in community service events helps foster positive social, emotional, physical, and mental health leading to better wellness.	<p>Students will be able to:</p> <ul style="list-style-type: none">Identify parts of their circulatory system.Explain ways to improve circulatory system health.Take their pulse at either their radial or carotid artery.Explain how various exercises affect their pulse and heart rate.Identify parts of their respiratory system.Explain ways to improve respiratory system health.Identify the dangers of smoking and secondhand smoke.Explain how to communicate to others the importance of not smoking?Identify the dangers of substance abuse.Explain how to communicate to others the importance of not abusing drugs?Perform a community service activity to help and benefit others.



Stage 2: Acceptable Evidence

Transfer Task

- Students will identify and explain the different activities that can hurt or help their circulatory and respiratory system.
- Students will identify and demonstrate where/how to take their pulse and what activities can help with their overall health as it pertains to pulse rate.
- Students will identify why smoking and secondhand smoking is bad for their health and what they can do to avoid situations like this.
- Students will identify why substance abuse is bad for their health and what they can do to avoid situations like this.
- Students will participate in a community service activity to improve social and emotional health.

Other Evidence

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction

Reference Materials

- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Grouping Strategies
- Modified Assignments for Students with Special Needs
- HLC Program
- Modified Assignments for Students of Varying Skill Levels
- Goal Setting Worksheets
- Student Surveys
- Brain Pop and Brain Pop Jr.
- cdc.gov

Accommodations and Modifications

Differentiation for Support

(ELL Learners)

Differentiation for Support

(Spec. Ed., Struggling Learners)

Differentiation for Enrichment

Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student’s linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student’s reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while

Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task.
- Follow individual IEP plans for specific modifications.
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Teacher/Aide assistance
- Translation tool for different languages
- Provide individualized support and attention as needed.

Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

- Demonstrate for class
- Create additional project in a different medium
- Individual presentation



<p>formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</p> <ul style="list-style-type: none">• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers		
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Stage 3: Lessons & Activities

Teacher:
Grade: 4
Lesson Time: 60 min
Topic: Substance Abuse

Aligns with State NJSLs Health/Physical Education:

- Alcohol, Tobacco, and Other Drugs 2.3.5.ATD.1, 2.3.5.ATD.3

Objectives:

- Students will be able to explain the difference between using drugs legally, misusing drugs, and abusing drugs.
- Students will be able to explain the effects substance abuse has on a person’s health.

Materials:

- BrainPop-Substance Abuse
- Brain Pop Activity Sheet - Categorize drugs as stimulant, depressant, or hallucinogen
- Computer
- Smartboard

Lesson Content:

- Set Induction – Ask students if they know what the difference is between OTC drugs and prescription drugs . Ask them if they know what type of drug was a major topic of the 2016 election and why.
- Discuss the following questions: What are the different types of drugs? What are some effects to the body from legal drug use? What are some harmful effects due to drug abuse? Why do people abuse drugs? What is the first step in the rehabilitation process for a drug abuser?
- Explain to them that we are going to expand on their knowledge by watching Moby on a BrainPop video. Show the video from BrainPop video “Substance Abuse”. Pass out the activity sheet and read the clues aloud. Students can label clues with drug type as they watch the video.
- As a group take the quiz and by having students raise their hand to vote for the answers.
- Let students know there are games on Brain Pop dealing with drug related careers that help people.
- Closure- Remind students that they cannot force someone to quit abusing drugs but they can explain to that person how much they love them and don’t want to see them harm themselves. It is important to tell an adult if you know someone who has abused or misused drugs (reiterate what is stated in the video).

Teacher:
Grade: 4
Lesson Time: 60 min
Topic: Smoking

Aligns with State NJSLs Health/Physical Education:

- Alcohol, Tobacco, and Other Drugs 2.3.5.ATD.1, 2.3.5.ATD.2

Objectives:

- Students will be able to explain why smoking is harmful.
- Students will be able to explain the effects smoking has on long term health.

Materials:

- BrainPop-Smoking
- Computer
- Smartboard

Lesson Content:

- Set Induction – Ask students if they know someone who smokes. Ask them if they know of any dangers of smoking.
- Discuss the following questions: What are the most common ways of using tobacco? What causes harm to the body from tobacco usage? Why do people start smoking? What makes them continue to smoke?
- Ask students what they know about vaping. Is it harmful? Is it more harmful than tobacco products? Is vaping industry regulated the way the tobacco industry is? Share information from Brain Pop Newsela.
- Explain to them that we are going to expand on their knowledge by watching Moby on a BrainPop video. Show the video from BrainPop video “Smoking”.
- As a group take the quiz and by having students raise their hand to vote for the answers.
- Closure- Remind students that they cannot force someone to quit smoking but they can explain to that person how much they love them and don’t want to see them harm themselves. (reiterate what is stated in the video)



Teacher:
Grade: 4
Lesson Time: 60 min
Topic: Peer Pressure

- Aligns with State NJSLS Health/Physical Education:**
- Emotional Health 2.1.5.EH.3; 2.1.5.EH.4

- Objectives:**
- Students will be able to explain the difference between positive, negative, and neutral peer pressure.
 - Students will identify character traits that are important when standing up to negative peer pressure.

- Materials:**
- BrainPop - Peer Pressure (4:20)
 - Brain Pop Activity Sheet - *Identify It/Think About It*
 - Brain Pop Graphic Organizer - *T-Chart*
 - Brain Pop Challenge
 - Computer
 - Smartboard

- Lesson Content:**
- Set Induction – Ask students what is meant by peer pressure. Ask students if peer pressure can have different effects. Ask students what it takes for a person to stand up to peer pressure.
 - Ask students to share moments when they experienced pressure situations (*Think About It* from the activity sheet).
 - Show the BrainPop video “Peer Pressure”.
 - As a group take the quiz and by having students raise their hand to vote for the answers.
 - Select a student to work on the computer as class completes the Brain Pop Challenge.
 - Read aloud examples of peer pressure from the *Identify It* portion of the activity sheet and have students identify the examples as positive or negative peer pressure.
 - If time permits, pass out the *T-Chart* and have students complete the Pressure side of the chart. Have them exchange papers and have another student complete the Response part of the chart. Once students have their paperback, have the students discuss the situations in small groups.
 - Closure- Remind students that deciding to participate in any action is their decision. It is important to have good self-esteem and to respect yourself because this is key in fighting off negative peer pressure. Having good friends who make good decisions and/or having a trusted adult to talk with is also important.

Teacher:
Grade: 4
Lesson Time: 60 min
Topic: Fitness & Physical Activity

- Aligns with State NJCCCS Health/Physical Education:**
- Personal Growth and Development 2.1.5.PGD.1

- Objectives:**
- Students will explain why fitness is an important part of life.
 - Students will understand what RHR and THR mean and how to find it.
 - Students will identify fitness activities that can help reach THR.

- Materials:**
- Brain Pop video *Fitness* (2:13)
 - HLC *Physical Activity is Fun* worksheet
 - Computer
 - Smartboard

- Lesson Content:**
- Set Induction – Ask students what it means to be physically fit. Ask students what they do to maintain being physically fit. Ask students what part of health and wellness are a part of being physically fit and explain how.
 - Review what RHR and THR are and their role in being fit.
 - Watch Brain Pop videos on *Fitness* and answer the quiz questions.
 - Independently complete HLC worksheet and share with the class.
 - In small groups, complete a newspaper ad based on HLC fitness topic and share.
 - Closure- Remind students that using various activities to maintain fitness is beneficial because it allows various muscle groups to be utilized.

Teacher:
Grade: 4
Lesson Time: 60 min
Topic: Diabetes & Community Service (JDRF Kids Walk)

- Aligns with State NJSLS Health/Physical Education:**
- Health Conditions, Diseases and Medicines 2.3.5.HCDM.3
 - Community Health Services and Support 2.1.5.CHSS.1

Objectives:



- Students will be able to explain how community service can have a positive impact on the lives of others and on oneself.
- Students will understand how ethical values like good citizenship and empathy are important in a community.
- Students will identify treatment options for diabetes patients.
- Students will distinguish between Type 1 and Type 2 diabetes.

Materials:

- BrainPop video - [Diabetes](#) (2:56)
- Brain Pop video - [Blood Glucose Meter](#) (3:17)
- Brain Pop Diabetes Vocabulary
- Brain Pop Quizzes
- Computer & Smartboard

Lesson Content:

- Set Induction – Ask students why we participated in the JDRF Kids Walk. Ask students if they know what it means to have diabetes mellitus. Ask students if they know how many types of diabetes there are (three). Ask students if they know the name of the types of diabetes (Type 1, Type 2, Gestational)
- Ask students what can cause diabetes. Ask students what JDRF does for diabetes patients. Ask if they know of other community service organizations that help people with diabetes (Diabetes Research and Wellness Foundation, Independent Diabetes Trust {IDDT}, American Diabetes Association).
- Show the BrainPop videos *Diabetes* and *Blood Glucose Meter*.
- As a group take the quizzes after each video and have students raise their hand to vote for the answers.
- If time permits, use the vocabulary sheet for a spelling bee contest.
- Closure- Remind students how impactful community service can be on multiple people. Let them know that though we focused on JDRF and helping children with diabetes, community service can be performed in many different ways. Exit card students by asking them to write a community service activity they’ve done or would like to do.

Teacher:

Grade: 4

Lesson Time: 60 min

Topic: Cancer & Community Service (St. Jude Cancer Research)

Aligns with State NJSLs Health/Physical Education:

- | | |
|---|--------------|
| • Health Conditions, Diseases and Medicines | 2.3.5.HCDM.1 |
| • Community Health Services and Support | 2.1.5.CHSS.1 |

Objectives:

- Students will be able to explain how community service can have a positive impact on the lives of others and on oneself.
- Students will understand how ethical values like good citizenship and empathy are important in a community.
- Students will identify treatment options for cancer patients.
- Students will distinguish between preventable types of cancer and cancers caused by genetics.

Materials:

- BrainPop - [Cancer](#) (4:17)
- Brain Pop Activity Sheet - *Carcinogens and Support*
- Brain Pop Graphic Organizer - *Compare and Contrast Normal and Cancer Cells*
- Brain Pop Quiz
- Computer & Smartboard

Lesson Content:

- Set Induction – Ask students if they completed the Math-A-Thon books. Ask students why we participated in the St. Jude Math-A-Thon. Ask students if they know what it means to have cancer.
- Ask students what are some different types of cancer. Ask students what can cause cancer (carcinogens and avoiding them *List and Describe* worksheet). Ask students what places like St. Jude do for cancer patients (activity worksheet *Role Play*).
- Show the BrainPop video “*Cancer*”.
- As a group take the quiz and have students raise their hand to vote for the answers.
- If time permits, pass out the *Compare and Contrast Chart* and have students complete the normal and cancer cell chart. Have them share their responses.
- Closure- Remind students how impactful community service can be on multiple people. Let them know that though we focused on St. Jude and helping children with cancer, community service can be performed in many different ways. Exit card students by asking them to write a community service activity they’ve done or would like to do.

Teacher:

Grade: 4

Lesson Time: 60 min

Topic: Body System

Aligns with State NJSLs Health/Physical Education:

- | | |
|-----------------------------------|-------------|
| • Personal Growth and Development | 2.1.5.PGD.1 |
| • Nutrition | 2.2.5.N.1 |

Objectives:

- Students will understand that the body has multiple systems working together.
- Students will explain how at least two different systems work together.
- Students will identify how one condition can affect multiple body systems.

Materials:

- Brain Pop video *Body System* (6:12)
- Brain Pop *Activity* and *Graphic Organizer* worksheets



- Brain Pop *Challenge* and *Quiz*
- Smartboard and computer

Lesson Content:

- ❖ Set Induction – Ask students what a body system is. Ask students “How many body systems does a human have?” Ask students what some commonly known body systems are and what they do.
- ❖ Watch Brain Pop videos on *Body System*. Complete the challenge together and answer quiz questions.
- ❖ Independently complete *activity* and *graphic organizer* worksheets. Share responses in small groups or as a class.
- ❖ Closure- Remind students that using various activities and maintaining a healthy diet is beneficial because it assists in the body systems functioning properly.