

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-4

Content Area: Health

Introduction:

Students in the 3-4 Health Program will complete four units of study including character education, wellness, drugs, medicine and alcohol and human relationships. All Health units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: October 23, 2018

Revised on: March 18, 2019, July 27, 2019

Revised by: C. McBride. C. Sheplin, J. Oldham

Recommended Pacing Guide

Unit 1: Character Education	10 Days
Unit 2: Wellness	10 Days
Unit 3: Drugs and Medicine	10 Days
Unit 4: Human Relationships	10 Days

Unit 1: Character Education	Duration: 10 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 2.2.4.A.1 Demonstrate effective interpersonal communication in health and safety-related situations. ● 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. ● 2.2.4.B.1 Use the decision-making process when addressing health-related issues. ● 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. ● 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. ● 2.2.4.B.4 Develop a personal health goal and track progress. ● 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health. ● 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. ● 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. ● 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness. ● 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. ● 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem. 	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Listening is an important part of communicating. • Communication is both verbal and non-verbal. • Making decisions requires certain skills. • Positive interpersonal skills contribute to personal and community wellness. • Character Education promotes the development of ethical, responsible, and caring young people and communities. • Character is developed through exploration of its components. • Being able to advocate for one’s self and others is a valuable skill. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are character and health related? • How do I choose a healthy goal? • What forces determine character? • What aspects of character can be developed? • How do our daily choices and decisions impact our character and our respect of others? • How does helping others affect personal and community wellness? • What are the benefits of working as a group to plan a project? • How do I communicate my needs and wants? • What makes a good listener? • Why might people make poor decisions? • How are character and health related? • What aspects of our character can be changed? • What influences me and the decisions I make? • What affect can I have on the wellness of my community?
<p>Core Instructional & Supplemental Materials</p>	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • www.kidshealth.org • www.cdc.gov/family/kids • www.stopbullying.gov • www.educationworld.com • www.charactercounts.org • Too Good for Drugs https://toogoodprograms.org/ • Win-Win Guidelines (Bullying, conflict resolution, peer mediation) (NJ Law Foundation) • Monthly focus of character education principles • Various games to practice kindness, build community and teach conflict resolution • Character Skillastics Game https://www.skillastics.com/product/character-cool-skillastics/ 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Sue Graves’ books (Free Spirit Publishing: https://www.freespirit.com/authors/sue-graves/) • Scholastic articles • Newsela articles/text sets • Mindful Mantras book series • “Sippi: the Canine with Character” by C. Mason • “Miranda Peabody and the Case of the Lunchroom Spy” https://youthlight.com/ • Scholastic health videos • “Pete the Cat” (perseverance, honesty, kindness, courage) • “Captain McFinn” • “The Bucket Squad” L. Hansen • https://creducation.net/teachers/

<ul style="list-style-type: none"> ● Roleplay ● Conflict resolution interactives ● https://www.playworks.org/resources/get-the-sel-game-guide/ 	<ul style="list-style-type: none"> ● https://www.edutopia.org/social-emotional-learning ● https://www.playworks.org/resources/get-the-sel-game-guide/ ● https://toogoodprograms.org/ ● <u>Have You Filled a Bucket Today?</u> By Carol McCloud ● <u>Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere</u> by Kira Willey ● <u>Friendliness</u> by Raatma, Lucia ● <u>Honesty</u> by Raatma, Lucia ● <u>Patience</u> by Raatma, Lucia ● <u>Responsibility</u> by Raatma, Lucia ● <u>Tolerance</u> by Raatma, Lucia
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Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Google translator ● Provide clear and specific directions ● Model directions and provide gestures to increase understanding ● Show photos, videos, and definitions when possible for culturally unique vocabulary ● Create a nurturing environment with structured routines ● Provide immediate praise and feedback ● Multi-language health vocabulary word wall ● Use visuals during instructional time <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan ● Amplification system as needed ● Allow answers to be given orally <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Provide incentives to increase motivation, enjoyment and collaboration ● Make sure children feel welcome and comfortable while being discrete ● Provide structure and adhere to a consistent daily routine with clear and concise rules ● Offer encouragement and understanding ● Give choice to provide a sense of control ● Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Provide needed academic resources (paper, pencils, computer time)
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 2: Wellness	Duration: 10 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 2.1.4.C.1 Explain how most diseases and health conditions are preventable. ● 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. ● 2.1.4.C.3 Explain how mental health impacts one’s wellness. 	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
<p>Technology Standards:</p> <ul style="list-style-type: none"> ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations ● C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. ● F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and 	

make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Some diseases are preventable.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

Essential Questions:

- To what extent can we keep ourselves disease free?
- How do some diseases spread?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?
- Why might educated people make poor health choices?
- What is acceptable use of the Internet?

<ul style="list-style-type: none"> ● I can use technology safely and responsibly. ● I can take care of myself. ● I can take care of minor cuts and wounds. ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● My body will be changing. ● Taking care of my body is important. ● There are many short and long term health benefits and risks associated with nutritional choices. ● Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. ● Making good health decisions requires the ability to access and evaluate reliable resources. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. 	<ul style="list-style-type: none"> ● What types of situations are appropriate for using first aid procedures? ● What would you do to take care of a minor cut on yourself or someone else? ● In what ways can I take care of my body? ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● Who can I turn to for advice on taking care of my body? ● What causes optimal growth and development? ● What makes a food healthy? ● How do you determine appropriate portion size? ● How can you learn to like yourself and others? ● How do I learn to stand for and communicate my beliefs to others without alienating them? ● How do I overcome negative influences when making decisions about my personal health? ● How are character and health related? ● What aspects of our character can be changed? ● To what extent do outside influences shape values?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● School garden curriculum "Learn, Grow, Eat and GO!" (Junior Master Gardener program www.jmgkids.us) ● City Green https://www.citygreenonline.org/ ● www.kidshealth.org ● www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids ● www.cdc.gov/family/kids ● www.fankids.org ● www.nih.gov/health 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Scholastic articles ● Newsela articles/ text sets ● Storyworks ● "Active Kids" K. Smithyman
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- www.healthteacher.com
- www.foodsafety.gov
- <http://www.safekids.org/worldwide/home.html>
- Too Good for Drugs
<https://toogoodprograms.org/>

Accommodations/Modifications

English Language Learners:

- Google translator
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback
- Multi-language health vocabulary word wall
- Use visuals during instructional time

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Amplification system as needed
- Allow answers to be given orally

Students at Risk of Failure:

- Provide incentives to increase motivation, enjoyment and collaboration
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Provide needed academic resources (paper, pencils, computer time)
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback

- Create a nurturing environment with structured routines
- Provide visuals

Unit 3: Drugs and Medicines

Duration: 10 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
 - 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
 - 2.3.4.A.2 Determine possible side effects of common types of medicines.
 - 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
 - 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
 - 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
 - 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
 - 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.
 - 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
 - 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.
 - 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

New Jersey Student Learning Supporting Standards:

- 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2 Determine possible side effects of common types of medicines.
- 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.
- 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Just because its medicine doesn't mean it's good for you.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- I can get accurate answers to my questions by seeking a trusted adult (parent or guardian).
- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- There are common indicators, stages and influencing factors of chemical dependency.
- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.
- Learning to say "no" means knowing when a situation is unsafe: Saying "no", getting away, and telling someone.
- I can get accurate answers to my questions by seeking a trusted adult (parent or guardian).

Essential Questions:

- Why must medicines be used correctly?
- How do I determine whether or not a medication will be effective?
- Who can I safely go to for accurate answers to my questions?
- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?
- How do I make the "right" decisions in the face of peer, media and other pressures?
- Why does one person become addicted to a substance and another does not?
- Who can I safely go to for accurate answers to my questions?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- www.kidshealth.org
- www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids
- www.cdc.gov/family/kids
- www.fankids.org
- www.nih.gov/health
- www.healthteacher.com
- www.foodsafety.gov
- <http://www.safekids.org/worldwide/home.html>
- <https://www.fns.usda.gov/tn/team-nutrition>
- Too Good for Drugs
<https://toogoodprograms.org/>

Varied Levels of Text:

- Scholastic articles
- Newsela articles
- Edutopia Wellness articles
<https://www.edutopia.org/topic/student-wellness>
- <https://www.choosemyplate.gov/>
- <https://www.hhs.gov/fitness/eat-health/index.html>
- <http://drugfreenj.org/>

Accommodations/Modifications

English Language Learners:

- Google translator
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback
- Multi-language health vocabulary word wall
- Use visuals during instructional time

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Amplification system as needed
- Allow answers to be given orally

Students at Risk of Failure:

- Provide incentives to increase motivation, enjoyment and collaboration
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Provide needed academic resources (paper, pencils, computer time)
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 4: Human Relationships	Duration: 10 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. ● 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others. ● 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. ● 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy ● 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus. 	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of 	

information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Performance Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-Year SGO ● End of Year SGO
<p>Knowledge & Skills</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. ● There are many different types of families. ● Reliable personal and professional resources are available to assist with relationship problems. ● I can get accurate answers to my questions by seeking a trusted adult (parent or guardian) Change is normal; it happens at different rates and at different times and can be difficult. ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ● Raising a child requires physical, economic, emotional, social and intellectual commitment. ● I can get accurate answers to my questions by asking a trusted adult (parent or guardian). ● Your most important growth spurt occurs before you are born. ● The health of a mother affects the development of her baby. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we learn to understand and respect diversity in relationships? ● How does our family provide support? ● Why do parents have rules? ● What happens if I break the rules at home? In school? ● How do we know when a relationship is healthy? ● Who can I safely go to for accurate answers to my questions? ● How am I like and different from everyone else? ● Why do we change physically and emotionally? ● When will change happen to me? ● Who can I safely go to for accurate answers to my questions? ● Why is it important for a mother to be healthy during pregnancy?
<p>Core Instructional & Supplemental Materials</p>	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● www.kidshealth.org ● www.cdc.gov/family/kids 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● https://amaze.org/ ● Too Good for Drugs

- www.iwannaknow.org
- www.healthteacher.com
- <https://jr.brainpop.com/>

- <https://toogoodprograms.org/>
- "Tolerance" L. Raatma
- Edutopia
<https://www.edutopia.org/social-emotional-learning>

Accommodations/Modifications

English Language Learners:

- Google translator
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback
- Multi-language health vocabulary word wall
- Use visuals during instructional time

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Amplification system as needed
- Allow answers to be given orally

Students at Risk of Failure:

- Provide incentives to increase motivation, enjoyment and collaboration
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Provide needed academic resources (paper, pencils, computer time)
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback

- Create a nurturing environment with structured routines
- Provide visuals