

Mine Hill Township School District

(Health)



Written by:
Jeffrey Steidl
(Revised 10/2020)

Reviewed by:
Mr. Adam Zygmunt
Principal
Cindy Pyrzynski (11/2020)
Curriculum Coordinator

Mr. Lee S. Nittel
Superintendent

Approval date:
October 26, 2020

Members of the Board of Education:

Diane Morris, President
Karen Bruseo, Vice President
Katie Bartnick
Peter Bruseo
Brian Homeyer
Srinivasa Rajagopal
Jennifer Waters

Mine Hill Township School District
42 Canfield Avenue
Mine Hill, NJ 07803
www.minehillcas.org

Subject Area: Health

Grade Level: Pre-K	Brief Summary of Unit: Personal Growth and Development/Disease and Health Conditions: Staying healthy is a lifelong process that includes all dimensions of wellness.
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Personal Growth and Development: The students will understand the importance of personal hygiene and self-help skills.	HE.K-2.2.1 .2.PGD.2 HE.K-2.2.1 .2.EH.1 HE.K-2.2.1 .2.EH.4	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle, food hygienically, brush teeth, and dress appropriately for the weather). Health literacy Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth). Health literacy	Have students practice their healthy habit skills. (role play, wash hand before eating snack, etc). Life and Career Skills Identify name and cubby assignments Set table for snack - using place mats Describe/choose clothing for certain weather. Life and Career Skills Practice zipping and buttoning Clothing Bingo Tooth brush and water table Read Bernard’s bath Why we bathe? Ways to be kind Teach feelings – happy, sad, mad, etc. What do we do when we are sick? Life and Career Skills How to prevent the spread of germs Life and Career Skills Read and review class notes/handouts. (question and answer periods). (Communication and Collaboration)	Teacher Observation of the learned skills. Weather chart Discussion of book reading	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Visual & Performing Arts Connection : Role plays of healthy habits as well as self-help skills. 1.4.2.Cn10a
Integration of Technology	NJSLS 8.1 Educational Technology: Smart board for visual aid.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.)(Large models of teeth, utensils, cups, etc for practice). Bernard’s bath book For Students: Class handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: Pre-K	Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will gain knowledge on different types of food as well as be able to distinguish between a healthy/unhealthy snack/meals.	HE.K-2.2.2.2.N.1 HE.K-2.2.2.2.N.2 HE.K-2.2.2.2.N.3	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). Develop awareness of nutritious food choices (e.g., participate in classroom, cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). Health literacy	Students will describe their favorite foods, by taste, color, texture and smell. Creativity and Innovation Students will bring in their favorite snack or meal for the class to try and describe. (Checking with the nurse and parents for allergies and permission). Students will look at various snacks and meals and distinguish what makes the meal healthy or unhealthy. Critical Thinking and Problem Solving, Life and Career Skills Separate Vegetables and fruits Explore the 5 senses – Apple tasting Read and review class notes/handouts. (question and answer periods). (Communication and Collaboration)	Teacher observation of activities. Homework – bring a healthy snack Using what they learned about healthy foods, have the students plan a simple healthy, snack breakfast, lunch, and dinner.	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Describing in some detail their favorite foods as well as their classmate’s favorite foods. SL.K.4
Integration of Technology	NJSLS 8.1 Educational Technology: Smart board for visual aids.
Resources	For Teachers: Various health websites (CDC, Kids health, www.myplate.gov,etc) For Students: Class notes/handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer questions/Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: Pre-K	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will developing an awareness of potential hazards in the environment and how it can impact personal health and safety.	HE.K-2.2.1. 2.CHSS.1	Identify community helpers who assist in maintaining a safe environment. Health literacy, Life and Career Skills	<p>Play "Four Corners". Place signs with pictures and names of community health and safety workers on the walls around the room. Read an imaginary situation ("There's a fire in your house. Who can help?") Students move and stand near the correct sign. Critical Thinking and Problem Solving Life and Career Skills</p> <p>Naming body parts and ways doctors help people.</p> <p>Identify jobs done in the house “what Mommy does, what Daddy does. How do we help in the house?</p> <p>Discuss jobs people have</p> <p>Identify vehicles and the job the person does with that vehicle ex – police, fire, garbage</p> <p>Question and Answer discussion (Communication and Collaboration)</p>	Teacher observation	Approximately 1 class. (40 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Pictures and names of community health and safety workers "Four Corners" situations For Students: Class notes/handouts

Integrated Accommodations
and Modifications

Modifications for Special Ed/504. students : Modified projects and seating: (Fewer questions/ Simplified questions)
Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. **Modifications for Gifted students:** More of a class helper role

Subject Area: Health

Grade Level: Pre-K	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.K-2.2.3. 2.PS.2 HE.K-2.2.3. 2.PS.3 HE.K-2.2.3. 2.PS.4	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used) Life and Career Skills Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). Life and Career Skills, Health literacy	Role-play how to stop, drop, and roll. Life and Career Skills Role play "What would you do if..." situations Critical Thinking and Problem Solving Creativity and Innovation Have students look at and recognize symbols, poisons, and every day safety signs. Life and Career Skills Read "Llama Llama Share" Why we share? Identify road signs and ways to be safe in the car. Identify items that belong in certain rooms in a house. Demonstrate ways to call for help. Question and answer periods (Communication and Collaboration)	Teacher Observation Discussion of book reading	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Visual & Performing Arts Connection: Role plays of healthy habits as well as self-help skills. 1.4.2.Cn10a
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc)Llama Llama book For Students: Class notes/handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1		Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Fitness and Physical Activity: The students will understand the importance of dental care as well as the importance of sleep and exercise.	HE.K-2.2.2.P F.1	<p>Explain what being "well" means and identify self-care practices that support wellness. Health literacy</p> <p>Explain the health benefits of keeping clean, getting enough exercise and sleep, protecting the skin, and having good posture.</p> <p>Describe basic functions of teeth, differentiate between primary and permanent teeth, and demonstrate how to keep teeth clean.</p>	<p>Make a graphic organizer entitled "Taking Care of My Body"</p> <p>Demonstrate good sitting and standing posture. Life and Career Skills</p> <p>Survey class members and create a graph of favorite sports</p> <p>Using a large model of teeth and toothbrush, students examine teeth, identify teeth used for biting and chewing, and demonstrate proper brushing and flossing techniques. Life and Career Skills</p> <p>Read and review class notes. (question and answer periods). Communication and Collaboration</p>	<p>Have students record their brushing and flossing habits for one week.</p> <p>Have students record their exercise and sleep habits for one week.</p> <p>Homework</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Students will use the information given to them to make a graphic organizer . LA.1.ELA-Literacy.SL.1.5
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board for visual aids
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook : "Your Health" Grade 1 "The Human Body" by Ruth M. Young p. 5-7 Song: "Wash, Wash, Wash Your Hands..." sung to the tune of "Row, Row, Row Your Boat" Song: "This is the Way We...(brush our teeth, go to sleep, move around, stand up straight)" sung to the tune of "Here We Go 'Round the Mulberry Bush" "Mouth and Teeth" Large model of teeth and toothbrush For Students: Class notes and Chromebooks , Health books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1		Brief Summary of Unit: Emotional, and Social Health: Social and emotional development impacts all components of wellness.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Emotional and Social Health: The students will understand how to correctly respond to stress and deal with their other feelings as well.	HE.K-2.2.1.2.EH.1 HE.K-2.2.1.2.EH.4 HE.K-2.2.1.2.EH.5 HE.K-2.2.1.2.SSH.7	Describe common feelings Health literacy Express needs, wants, and feelings in health- and safety-related situations. Identify symptoms of stress and ways to manage stress. Life and Career Skills Recognize the value of having friends. Identify ways to be a good friend and how to make new friends. Life and Career Skills Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Students will discuss what makes them happy, sad, angry, etc. Using stick puppets, students will role-play situations related to health and safety. Creativity and Innovation Students will brainstorm solutions to stressful situations common to K/first grade students. Role play asking someone you don't know to play with you. Include what to say if the person says,"No". Creativity and Innovation Select lessons from Olweus Bullying Prevention Program Read and review class notes. (question and answer periods). (Communication and Collaboration)	Draw a picture to illustrate a situation and explain the feelings associated with that situation. Teacher observation of role plays	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Using the information given to them the students will create a role play dealing with different health and safety issues. LA.1.ELA-Literacy.SL.1.5
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook : "Your Health" Grade 1 "Alexander and the Terrible, Horrible, No Good Very Bad Day" by Judith Viorst Craft sticks and cut-outs of children and adults, Olweus Bullying Prevention Program Publisher: Hazelden For Students: Class notes, Health test books.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for ELL students: Simplified Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1		Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Personal Growth and Development: The students will understand the five senses and what they do.	HE.K-2.2.1. 2.PGD.4	Identify the five senses. Identify the body parts used to gather information from each sense. Health literacy Describe ways in which people use their senses.	Have students name ways they can use their senses to stay safe while riding a bike, crossing a street, etc. Life and Career Skills , Critical Thinking and Problem Solving Read and review class notes. (question and answer periods). (Communication and Collaboration)	Homework Students point to and name sense organs.	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Smart board for viewing and examining the five senses.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Large model of the ear Large model of the eye Textbook: "Your Health" -Grade 1 For Students: Class notes and Chromebooks/home computers for research
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1	Brief Summary of Unit: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Disease Prevention: The students will understand what a germ is, as well as identify habits and practices to stay healthy.	HE.K-2.2.3. 2.HCDM.2 HE.K-2.2.3. 2.HCDM.3	Define "germs". Explain how keeping clean helps fight germs. Health literacy List symptoms of illness. Explain ways to prevent the spread of diseases such as hand washing, covering coughs, immunizations, and not sharing cups, hats, or combs. Health literacy, Life and Career Skills	Set up a microscope and let students look at slides containing cheese mold, pond water, or other common samples that show the presence of bacteria. Read "In Bed With A Bad Cold" and discuss symptoms. Brainstorm a list of times when hand washing is important. Recite the alphabet while students act out hand washing to give them a sense of how long they should wash their hands. Write a story that starts with a sneeze and describes how germs start with one person and infect another person. Use words such as "first", "next", "then", "after that", "finally" to tell the story. Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration)	Student led activity(Students teach the class what they know) Homework Teacher evaluation of "sneeze" story Scoring method: Rubric Teacher Observation	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, to create sneeze story. LA.1.ELA-Literacy.SL.1.5
Integration of Technology	NJSLS 8.1 Educational Technology: Use of microscope, chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook; "Your Health" Grade 1 www.KidsHealth.org: "Germs" Microscope and prepared slides Poem: "In Bed With A Bad Cold" by Jeff Moss For Students: Class notes, Chromebooks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1

Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food and water, as well as how food fuels the body.	HE.K-2.2.2.2.N.1 HE.K-2.2.2.2.N.2 HE.K-2.2.2.2.N.3	Describe why the body needs food and water. Health literacy Describe how "MyPlate" can help you choose what and how much to eat. Explain why it is important to eat breakfast, lunch, and dinner. Life and Career Skills	Collect pictures from a magazine which shows children doing activities that require energy. Create a large rainbow and ask students to select pictures of fruits and vegetables that match the colors of the rainbow. Creativity and Innovation Make food riddles: "What Am I?" Creativity and Innovation Using a clock face, calculate time spans between meals. GLEP April- World Health Day. Students will bring in a healthy snacks and share with the class what makes them healthy and why eating healthy is important. Interactive activities related to healthy eating choices and taking care of our bodies. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Using what they learned about "MyPlate", ask students to plan a healthy breakfast, lunch, and dinner Student led activity(Students teach the class what they know)	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Use of Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 1 Magazines and Scissors, Large rainbow www.myplate.gov For Students: Class notes and Textbooks.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer /Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1	Brief Summary of Unit: Family Life: 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.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge on the different kinds of families as well as the correct names of body parts and appropriate ways to show affection.	HE.K-2.2.1. 2.PGD.5 HE.K-2.2.1. 2.SSH.2 HE.K-2.2.1. 2.SSH.3 HE.K-2.2.1. 2.SSH.4	Identify different kinds of families. Information Literacy Define "adoption" and "foster family". Explain the adoption process. Identify proper names for body parts. Identify physical similarities and differences between boys and girls. Identify appropriate ways for children to show affection and caring. Health literacy Life and Career Skills	Read "Who's in a Family". Create four different kinds of families on paper by cutting out pictures of people from magazines. Read "All Kinds of Families". Creativity and Innovation Read "We Adopted You, Benjamin Koo" Read "Toppled Tom". Cut, paste, and label body parts. Creativity and Innovation Read Lesson # 12 - "Growing Healthy" Read "The Right Kind of Touch" Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of class discussion Completion of projects Teacher Observation	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) "Who's In A Family?" by Robert Skutch "All Kinds of Families" "We Adopted You, Benjamin Koo" "The Right Kind of Touch" by Sandy Kleven "Who Has What?" by Robie H. Harris Teacher's Resource Manual: "Growing Healthy"-Grade 1-Phase 1, p. 7-12 "Learning About Family Life" by Barbara Sprung, Lesson #11 & 12 "When Sex Is The Subject" by Pamela Wilson (teacher resource only) For Students: Class notes and handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Drugs and Medicine: The students will gain knowledge on refusal skills. As well as different types of medicines and drugs.	HE.K-2.2.3.2.ATD.1 HE.K-2.2.3.2.ATD.2 HE.K-2.2.1.2.SSH.8	Define "medicines" and "drugs". Health literacy Explain rules for safe use of medicines. Life and Career Skills Demonstrate refusal skills involving drugs. Life and Career Skills Practice using refusal skills in situations that involve drugs. Life and Career Skills	Here's Looking At You 2000- Lesson #2 Using stick puppets, act out a situation when an adult might give a child medicine. Creativity and Innovation, Critical Thinking and Problem Solving Role-play a peer or adult asking a child to try alcohol, tobacco, or take an unnecessary medicine. Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration) Student's presentation of their Skit for the class.	Student led activity(Students teach the class what they know) Sort pictures of foods, medicines, and drugs into appropriate groups.	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a role play. LA.1.ELA-Literacy.SL.1.5
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 1 "Here's Looking At You 2000" Grade 1 Kit posters: "Say "No" and tell why" "Think about what could happen" "Suggest something else to do" "Repeat "No" & walk away" Magazines, tongue depressors, glue, and scissors to make stick puppets . For Students: Class notes and Chromebooks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.K-2.2.3.2.PS.3 HE.K-2.2.3.2.PS.4 HE.K-2.2.3.2.PS.8	Identify safety rules for: walking on and crossing streets, riding in cars and buses, using playground equipment. Life and Career Skills Demonstrate awareness of how to avoid danger from fires. Life and Career Skills Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. Health literacy	Have students make bookmarks, stickers, or backpack tags with the words "Stop", "Look", "Listen", and "Think" as safety reminders for crossing the street. Creativity and Innovation Arrange four chairs to simulate the back and front of a car. Have students role-play getting into the car, driving, and getting out of the car. Creativity and Innovation Discuss observations of the role-play. Role-play how to stop, drop, and roll. Role play "What would you do if..." situations Critical Thinking and Problem Solving Read and review class notes. (question and answer periods). (Communication and Collaboration)	Homework Complete a graphic organizer which lists two rules for each safety skill discussed or demonstrated.	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: The students will use the information that they are given to create a role play. LA.1.ELA-Literacy.SL.1.5
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: Textbook: "Your Health" Gr. 1 Teaching Transparency #11 & 12 www.KidsHealth.org: "Car & Bus Safety" "Fire Safety" Song: "The Wheels On The Bus..." For Students: Class notes and Chromebooks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: K-1	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
-------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will understand what a community is as well as the roles of health and safety workers.	HE.K-2.2.1. 2.CHSS.1 HE.K-2.2.1. 2.CHSS.2	Define 'community'. Explain the roles of various community health and safety workers. Health literacy	Play "Four Corners". Place signs with pictures and names of community health and safety workers on the walls around the room. Read an imaginary situation ("There's a fire in your house. Who can help?") Students move and stand near the correct sign. Critical Thinking and Problem Solving Life and Career Skills Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher observation Homework	Approximately 1 class. (40 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Pictures and names of community health and safety workers "Four Corners" situations For Students: Class notes and Chromebooks, home computer
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a class helper role

Subject Area: Health

Grade Level: 2		Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Fitness and Physical Activity: The students will understand the importance of dental care as well as the importance of sleep and exercise.	HE.K-2.2.1.2.P GD.3 HE.K-2.2.1.2.P GD.4 HE.K-2.2.2.2.P F.1 HE.K-2.2.2.2.N .2 HE.K-2.2.2.2.N .3	Identify the parts of a tooth. Identify foods that contribute to dental health. Life and Career Skills, Health literacy Describe how cavities are treated. Explain the effects of exercise on the body. Explain the effects of sleep on the body. Select a personal health goal and explain why setting a goal is important.	Use large take-apart model of a tooth to identify parts of a tooth Label two paper bags with pictures of "Happy Tooth" and "Sad Tooth". Students cut pictures of foods and drinks that are helpful or harmful for teeth. Have student's list activities that might damage teeth. Critical Thinking and Problem Solving Play "Simon Says". When teacher says the name of an activity, students perform the activity. Creativity and Innovation Read and review class notes. (question and answer periods). Communication and Collaboration	Teacher Observation Classwork Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board for visual aids
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 2 Large take-apart model of a tooth Two paper bags, magazines, and scissors For Students: Class notes and Chromebooks , Health books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chrome book/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Emotional, and Social Health: Social and emotional development impacts all components of wellness.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Emotional and Social Health: The students will understand how to correctly respond to and deal with stress and conflict.	HE.K-2.2.1.2.EH.1 HE.K-2.2.1.2.EH.2 HE.K-2.2.1.2.EH.4 HE.K-2.2.1.2.SSH.1 HE.K-2.2.1.2.SSH.7 HE.K-2.2.1.2.SSH.8	<p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. Life and Career Skills</p> <p>Identify healthy ways to manage stress. Life and Career Skills</p> <p>Explain what a decision is and why it is helpful to think before acting. Life and Career Skills</p> <p>Determine ways that parents, peers, technology, culture, and media influence health decisions. Health literacy</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Read "Alexander and The Terrible, Horrible, No Good, Very Bad Day".</p> <p>Practice steps to manage stress: relaxation breathing, counting to 10, and/or progressive relaxation.</p> <p>Create a chart listing the steps to follow when making a decision and apply those steps to a hypothetical situation. Critical Thinking and Problem Solving</p> <p>Read and review class notes. (question and answer periods).(Communication and Collaboration)</p>	<p>Teacher Observation</p> <p>Classwork/ Homework</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, to make a decision making chart. LA.2.ELA
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 2: Conflict Resolution "Alexander and The Terrible, Horrible, No Good, Very Bad Day" by Judith Voirst For Students: Class notes, Health test books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chrome book/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 2		Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.K-2.2.3. 2.PS.1 HE.K-2.2.3. 2.PS.2 HE.K-2.2.3. 2.PS.3 HE.K-2.2.3. 2.PS.4 HE.K-2.2.1. 2.CHSS.3	Explain how to avoid danger with strangers, fires, animals, poisons, bikes, and skates. Life and Career Skills, Health literacy Demonstrate how to dial 911, poison control center, and how to communicate information needed in an emergency. Life and Career Skills	Use flashcards to list steps to be taken to avoid danger. Critical Thinking and Problem Solving Demonstrate dialing 911 and communicate information needed in an emergency. Life and Career Skills Read and review class notes. (question and answer periods). (Communication and Collaboration)	Homework Teacher Observation	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 2 Flashcards with pictures of a stranger, fire, animals, bikes, and skates Phone and phone book For Students: Class notes and Chromebooks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.
-----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Disease Prevention: The students will understand what a disease is as well as identify habits and practices to stay healthy.	HE.K-2.2.3. 2.HCDM.1 HE.K-2.2.3. 2.HCDM.2 HE.K-2.2.3. 2.HCDM.3	Define "disease". Health literacy Discuss symptoms of illness and what you should do when you feel sick. Identify habits and practices that help people stay well. Life and Career Skills Describe the symptoms, treatment, and prevention of head lice. Define "Asthma" and "Allergies". Explain how having asthma or allergies is different from having a cold.	Play "Charades", acting out stomach ache, headache, sore throat, earache, etc. Students guess which symptom is being shown. Creativity and Innovation Make two large posters: "Things to Share" and "Things Not To Share". Students draw or cut out pictures and explain why their picture belongs on which poster. Creativity and Innovation Use the decision-making process to role-play what a student would do if they were allergic to cats and had been invited to play at a friend's house who owned three cats. Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration)	Homework Teacher evaluation of posters Scoring method: Rubric Teacher Observation	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a health poster. LA.2.ELA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook "Your Health" Grade 2 For Students: Class notes, Chromebooks, and medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2		Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Personal Growth and Development: The students will understand the structure and function of the human body and its systems.	HE.K-2.2.1. 2.PGD.4 HE.K-2.2.1. 2.PGD.5	Identify body parts and explain how body parts work together to support wellness in the digestive, circulatory, and respiratory systems. Health literacy, Information Literacy	Read the poem "Jelly Beans Up Your Nose" List aerobic activities which help keep the heart, blood vessels, and lungs healthy. Critical Thinking and Problem Solving Describe first aid procedures for bleeding and breathing emergencies. Life and Career Skills Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher Observation Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and listing aerobic activities. LA.2.ELA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Smart board for viewing and examining the different body systems.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 2 Teaching Transparencies:#4, #5, #6 "Tommy Torso"-plastic replica of body with removable organs "The Human Body" by Ruth M. Young (respiratory: p. 20-26) (digestive: p. 31-34) For Students: Class notes and Chromebooks/home computers for research, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food and how food fuels the body.	HE.K-2.2.2.2.N.1 HE.K-2.2.2.2.N.2 HE.K-2.2.2.2.N.3	Identify ways the body uses food for growth and energy. Explain why the body needs water as well as food to stay healthy. Identify ways to get the necessary amount of water each day. Health literacy Explain why it is important to limit foods which are high in sugar, fat, and salt. Life and Career Skills Demonstrate how to read food labels for nutritional content. Select a personal health goal and tell why setting a goal is important. Life and Career Skills	Have students measure each other and then, using height measurements from the previous year, use math skills to find out how much they have grown. (may need heights from nurse) Ask students to bring in favorite family recipes which are low in sugar, fat, and salt to make a class cookbook. Examine the food labels of different kinds of crackers and cereals to check sugar, fat, and salt content. Critical Thinking and Problem Solving Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher Observation Homework/Classwork	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math Connections: Using previously learned math skills to check classmate’s heights and see how much they have grown. MA.2..Math.Content.2.MD.A.1
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Home computers for research on fruits from around the world.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 2 Yardsticks, paper, pencils, masking tape, height measurements from the previous year www.KidsHealth.org:"healthy Snacking" cereal and cracker boxes For Students: Class notes and Textbooks.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper. Help create class cookbook.

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Family Life: 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.
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge of the different kinds of families as well as the birth process of both dogs and humans.	HE.K-2.2.1 .2.PGD.5 HE.K-2.2.1 .2.PP.1 HE.K-2.2.1 .2.PP.2	Distinguish roles and responsibilities of different family members. Life and Career Skills Identify vocabulary for female, male, and baby animals. Describe the pregnancy of a female dog, the birth process, and the stages of development of a puppy using correct vocabulary. Health literacy Describe the pregnancy of a human female, the birth process, and the stages of development of a human baby using correct vocabulary.	Using approximately 30 Post-it notes with responsibilities and privileges written on them, have students sort notes into 3 columns on the board: "Adult", "Child", and "Baby". Read "Animal Babies". Stick index cards with names of female, male, and baby animals on the board. Students select a card and attempt to correctly place card on a chart. Read "My Puppy is Born" and discuss vocabulary. Read "See How You Grow" and Lesson #32 in "Learning About Family Life". Fill in Venn diagram to compare and contrast animal and human reproduction Read and review class notes. (question and answer periods). (Communication and Collaboration)	Completion of Venn diagram Classwork Teacher Observation	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Students using the information given to them to fill out a Venn diagram. LA.2.ELA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" - Gr. 2 Book: "Animal Babies" by Anita Ganeri Book: "My Puppy Is Born" by Johanna Cole Book: "See How You Grow" by Patricia Pearse "Learning About Family Life"-Lesson 32 CD: "Nine Month Miracle" (teacher -directed only) Venn diagram labeled "Humans", "Puppies", and "Both". "When Sex Is The Subject" by Pamela Wilson (teacher resource only) For Students: Class notes and handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chrome book/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will gain knowledge on natural resources and why conservation is important.	2.2.4.E.1 HE.K-2.2.3. 2.HCDM.1 HE.K-2.2.1. 2.CHSS.1	Explain why clean water and clean air are necessary for good health. Identify ways students can fight water and air pollution. Life and Career Skills, Global Awareness , Health literacy Determine the benefits for oneself and others of participating in a class or school service activity.	Investigate community health workers who help to keep the air and water clean. Create a class book based on the research. Creativity and Innovation Divide class into teams. Have a race to collect as much litter as possible from school grounds and put the litter in garbage bags. Weigh garbage bags at the end of a specified time period. Use math words such as "most", "least", "pounds", and "ounces". Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of "Community Health Workers" book written by students Scoring Method: rubric Homework	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> X </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> </u> Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	Science Connections: Students will relate the information learned about natural resources to their lessons from science class. K-ESS3-1 Math Connections: Use previously learned math words: most, least, pounds, and ounces. MA.K.Math.Content.K.MD.A.1
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 2 Garbage bags, plastic gloves, scale. For Students: Class notes and Chromebooks, home computer, articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 2	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Drugs and Medicine: The students will gain knowledge on caffeine, alcohol and tobacco, as well as refusal skills.	HE.K-2.2.3.2.ATD.2 HE.K-2.2.3.2.DSDT.1 HE.K-2.2.3.2.DSDT.2 HE.K-2.2.1.2.SSH.8	Define "caffeine", "alcohol", and "tobacco". Describe the effects that these drugs have on health. Health literacy Define "dependency" and "addiction". Explain that people who abuse drugs can get help. Practice using refusal skills in situations that involve caffeine, alcohol, or tobacco. Life and Career Skills	Have students identify foods and drinks which contain caffeine or alcohol and products which contain tobacco. Role-play using refusal skills. Life and Career Skills, Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration) Student's presentation of their Skit for the class.	Teacher evaluation of skits. Scoring method: rubric Classwork Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a skit. LA.2.ELA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 2 Pictures of foods which contain caffeine or alcohol and products contain tobacco. For Students: Class notes and Chromebooks , Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified projects and seating: (Fewer/ Simplified questions) Modifications for ELLstudents: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper

Subject Area: Health

Grade Level: 3 **Brief Summary of Unit:** Emotional, and Social Health: Social and emotional development impacts all components of wellness.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Emotional and Social Health: The students will understand how to correctly respond and deal with negative situations.</p>	<p>HE.3-5.2.1.5 .EH.3 HE.3-5.2.1.5 .SSH.7 HE.3-5.2.1.5 .EH.1 HE.3-5.2.1.5 .SSH.4</p>	<p>Identify effective strategies for dealing with fear, rejection, anger, and grief.</p> <p>Recognize the importance of standing up for personal values when faced with negative peer pressure. Health literacy</p> <p>Discuss the physical, social, and emotional impacts of all forms of abuse(violence, harassment, bullying, discrimination) and discuss what to do if any form of abuse is suspected or occurs. Life and Career Skills</p> <p>Explain why core ethical values (such as respect, empathy, etc.) are important in the local and world community. Global Awareness</p>	<p>Students will discuss how to deal with unpleasant feelings, such as fear, anger, grief, rejection etc., in a healthy manner.</p> <p>Students write role-play situations that involve negative peer pressure. Perform role-plays and discuss how values influence your decisions. Creativity and Innovation</p> <p>Demonstrate strategies to prevent and resolve different kinds of abuse. Critical Thinking and Problem Solving</p> <p>Read and review class notes. (question and answer periods).(Communication and Collaboration)</p>	<p>Teacher Observation</p> <p>Written Test</p> <p>Homework</p>	<p>Approximately 4 classes. (160 min).</p>

Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> X </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> </u> Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, to write a role play dealing with negative peer pressure. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Health textbooks Textbook: "Your Health" Grade 3 Www.KidsHealth.org/kid/feeling/emotion/handle_abuse.html Olweus Bullying Prevention Program www.KidsHealth.org: "Empathy" For Students: Class notes, Health test books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Family Life: 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.
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge of the different kinds of families as well as how to deal with difficult situations.(divorce, death, abuse, etc)	HE.3-5.2.1.5.EH.2 HE.3-5.2.1.5.SSH.4 HE.3-5.2.1.5.EH.3 HE.3-5.2.1.5.SSH.6	Describe different kinds of families. Discuss how families share love, values, and traditions; provide emotional support, and set boundaries and limits. Life and Career Skills, Health literacy Identify factors which support healthy relationships with family and friends. Life and Career Skills Explain why healthy relationships are fostered in some families and not in others. Include appropriate ways to show affection and how to deal with harassment. Life and Career Skills Discuss ways that families adjust to changes in the nature of the family (separation, divorce, remarriage, birth, and death). Life and Career Skills	Complete a graphic organizer which gives two examples of how a child's own family shares love, values, and traditions, provides emotional support, and sets boundaries and limits. Critical Thinking and Problem Solving Show video: "What Does It Mean To Be A Good Friend?" Show video: "I Was Just Kidding: Learning About Harassment". Perform role plays based on skills presented in the video. Read "Dinosaurs Divorce" and discuss. Read "When Dinosaurs Die..." Students create "Dear Abby" questions and write answers to each other's questions. (Communication and Collaboration) Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of class discussion Completion of graphic organizer Teacher evaluation of class discussion and role plays Teacher evaluation of class discussion Completion of "Dear Abby" questions and answers	Approximately 6 classes. (240 min).

Integrated Components

21 st Century Themes	___ Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___X___ Health literacy
21 st Century Skills	___ Creativity and Innovation ___X___ Critical Thinking and Problem Solving ___X___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___X___ Life and Career Skills
Interdisciplinary Connections	ELA Connections: Students using the information given to them to fill out a graphic organizer. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: TV DVD Player/Computer and Smart Board
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Gr. 3 p. 44-47 DVD: "What Does It Me To Be A Good Friend?" Human Relations Media DVD:"I Was Just Kidding: Learning About Harassment" Books: "Dinosaurs Divorce" and "When Dinosaurs Die..." "by Laurene and Marc Brown "What In The World Do You Do When Your Parents Divorce?"(to be used as a teacher resource only) "When Sex Is The Subject" by Pamela Wilson (teacher resource only) For Students: Class notes and handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chrome book/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Disease Prevention: The students will understand the different types of diseases and how to prevent them.	2.1.4.C.1 2.2.4.E.1 HE.3-5.2.1. 5.CHSS.1 HE.3-5.2.3. 5.HCDM.2 HE.3-5.2.1. 5.PGD.1	Define "infectious" and "non-infectious" disease. Global Awareness Explain how a healthful lifestyle reduces a person's chances of getting certain diseases. Health literacy, Life and Career Skills Describe symptoms, causes, treatments, and prevention of diseases. Information Literacy Identify health services and resources in the community and explain how each assists in addressing health needs and emergencies.	Students create a rap song about how living a healthy lifestyle helps fight diseases. Creativity and Innovation Demonstrate how to use a thermometer to check for fever. Life and Career Skills Develop interview questions and conduct interviews with school health and social services personnel. (Communication and Collaboration) Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Homework Teacher evaluation of rap song Scoring method: Rubric	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a rap song about a healthy lifestyle. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of rap song.
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 3. Thermometers for demonstration by the teacher. Forms to record questions and answers For Students: Class notes, Chromebooks, and medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health					
Grade Level: 3		Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Fitness and Physical Activity: The students will understand the benefits of fitness as well as the correct way to exercise.	HE.3-5.2.2.5.PF.1 HE.3-5.2.2.5.PF.5	Describe how to care for skin, hair and nails, teeth and gums, and ears and nose. Health literacy, Life and Career Skills Describe different ways exercise helps the body. Life and Career Skills Demonstrate how and explain why aerobic exercise helps the body. Explain how rest and sleep help the body.	Create a poster with pictures of things that create loud noises which can damage ears. Media Literacy Creativity and Innovation Take pulse before and after exercise and compare. Find a piece of music that would be appropriate for aerobic exercise, such as jumping rope or dancing and demonstrate it to the class. Creativity and Innovation Record bedtimes and wake times for one week. Compare actual hours of sleep to chart on page 85. Read and review class notes. (question and answer periods). Communication and Collaboration	Teacher assessment of posters Scoring method: Rubric Teacher Observation of aerobic routine: Scoring Method Rubric Written Test Homework	Approximately 3 classes. (120min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, to make a poster. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board for visual aids
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 3 Poster board, markers, Magazines, scissors, and glue sticks. www.kidsHealth.org: "Germs" "Obesity" CD player + music, jump ropes charts for sleep data For Students: Class notes and Chromebooks, Health books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Personal Growth and Development: The students will understand the structure and function of the human body and its systems.	HE.3-5.2.1. 5.PGD.HE. 3-5.2.1.5.P GD.3	Describe each stage of the human life cycle. Health literacy Define "cells", "tissues", "organs", and "systems" and give examples of each. Information Literacy Describe how growth occurs Describe the structure and function of the circulatory system.	Create a trivia game about the human life cycle using questions, facts, and a game board. Creativity and Innovation Use "Tommy Torso" model of the human body to locate organs and systems Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher Evaluation of project. Scoring Method: Rubric Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and making a board game. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Smart board for viewing and examining the different body systems.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 3 "Tommy Torso" model of the human body "Human Body" by Sue Carothers & Elizabeth Henke p. 117-123 "The Human Body" by Ruth M. Young p. 20-26 www.KidsHealth.org: "Circulatory System" . For Students: Class notes and Chromebooks/home computers for research, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food as well as how to store food properly.	HE.3-5.2.2.5.N.	Describe where food comes from. Explain how to choose healthful snacks. Use the decision-making process to make healthful snack choices. Life and Career Skills Explain why it is important to store foods properly and how to handle foods safely. Life and Career Skills, Health literacy	Write a paragraph which details the sequence for making bread or how milk gets from the farm to grocery store. Critical Thinking and Problem Solving Research to find samples or pictures of fruits common to different parts of the world. Present an oral report using maps. Pairs of students interview classmates about favorite snacks. Students then use this information to make tables or graphs. Divide class into groups and give each group a set of cards. Have them put the cards in three groups showing the order (first, middle, last) in which they think foods should be put away after grocery shopping. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Homework Teacher evaluation of research project. Scoring Method Rubric Teacher evaluation of tables or graphs. Scoring Method: Rubric	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Research and organize information to write a paragraph about how milk or bread gets from the farm to the store. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Home computers for research on fruits from around the world.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 3 Teaching Transparency #8, #17 www.KidsHealth.org: "Healthy Snacking" For Students: Class notes and Textbooks.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Drugs and Medicine: The students will gain knowledge on different drugs and medicines and how the use or misuse of these can affect a person’s health.</p>	<p>HE.3-5.2.3.5. ATD.2 HE.3-5.2.3.5. ATD.1 HE.3-5.2.3.5. DSDT.1 HE.3-5.2.3.5. DSDT.3</p>	<p>Explain the difference between drugs that help the body and drugs that harm the body. Health literacy</p> <p>Differentiate between over-the-counter medicines and prescription medicines.</p> <p>List rules for taking medicines safely. Life and Career Skills</p> <p>Explain how alcohol, caffeine, and tobacco affect the body. Life and Career Skills</p> <p>Practice refusal skills to say "No" to drug use. Life and Career Skills</p>	<p>Bring in examples of prescription and OTC medicines and sort them.</p> <p>Role-play skits where the rules for taking medicines are not followed. Ask students to rewrite the skits. Creativity and Innovation</p> <p>Compare the short- and long-term effects of alcohol, caffeine, and tobacco use.</p> <p>Divide the class into groups. Give each group a large piece of butcher paper. Ask students to brainstorm the many different ways they can say "No" to drugs. Critical Thinking and Problem Solving Life and Career Skills</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p> <p>Student’s presentation of their Skit for the class.</p>	<p>Teacher evaluation of skits and rewritten skits. Scoring method: rubric</p> <p>Homework</p>	<p>Approximately 3 classes. (120 min).</p>

Integrated Components

21 st Century Themes	___ Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___X___ Health literacy
21 st Century Skills	__X__ Creativity and Innovation __X__ Critical Thinking and Problem Solving __X__ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___X__ Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a skit. LA.3.ELA-Literacy.W.3.7
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc) Textbook: "Your Health" Grade 3 Empty prescription and OTC medicine containers www.HealthyKids.org: "Drugs" For Students: Class notes and Chromebooks , Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.3-5.2.3. 5.PS.1 HE.3-5.2.3. 5.PS.2 HE.3-5.2.3. 5.PS.4 HE.3-5.2.1. 5.CHSS.1	Describe how to stay safe on the way to and from school. Life and Career Skills Describe how to stay safe around strangers. Describe what is needed to stay safe when participating in sports. Life and Career Skills, Health literacy Describe basic rules of online safety. Life and Career Skills Describe the basic first aid for cuts, scrapes, bites, and stings. Life and Career Skills Describe how to get help in emergency situations. Critical Thinking and Problem Solving	Bring various pieces of sport safety equipment to class and demonstrate how each piece of equipment offers protection if used correctly. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Homework Teacher Observation	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Teaching the students how to be safe online
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 3 Large paper, crayons, markers www.KidsHealth.org: "Sports Safety" "Online Safety" Teaching Transparency #12: The Brain and Skull For Students: Class notes and Chromebooks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 3	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will gain knowledge on natural resources and why conservation is important.	HE.3-5.2.1. 5.CHSS.1 HE.3-5.2.1. 5.CHSS.2	Identify health services provided in the school and community and determine how each assists to address health needs and emergencies. Describe sources of air, water, land, and noise pollution and ways to reduce these types of pollution. Health literacy List ways to reduce, reuse, and recycle. Global Awareness, Life and Career Skills	Students research and write a paragraph about a health-care job he/she might like to do. Gather an assortment of items(egg carton, shoe box, plastic milk jug, margarine tub, etc.) and have students brainstorm new ways to use old stuff. Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of paragraph. Scoring Method: rubric Homework /Classwork	Approximately 2 classes. (80 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science Connections: Students will relate the information learned about natural resources to their lessons from science class. 4- ESS2-1
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 3 Song: "Reduce, Reuse, and Recycle" For Students: Class notes and Chromebooks, home computer, articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Emotional, and Social Health: Social and emotional development impacts all components of wellness.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Emotional and Social Health: The students will understand how all forms of health are connected.(physical, social, emotional and intellectual).	HE.3-5.2.1.5.SSH.3 HE.3-5.2.1.5.EH.4 HE.3-5.2.1.5.SSH.6 HE.3-5.2.1.5.CHSS.3 HE.3-5.2.2.5.PF.1	<p>Identify the four dimensions of personal wellness (physical, mental, emotional, and social) and how they are interrelated. Health literacy</p> <p>Identify and give examples of basic human needs. Demonstrate how to set goals to meet your needs. Life and Career Skills</p> <p>Identify symptoms of stress and how to deal with stress. List and apply effective steps for anger management. Life and Career Skills</p> <p>Identify factors (interests, goals, values) which influence friendships. Life and Career Skills</p> <p>Identify and practice effective strategies for solving problems with friends. Life and Career Skills</p> <p>Explain the importance of respecting differences in people</p>	<p>Write a plan listing the steps that will help achieve a goal.</p> <p>Using a large chart of the human body, identify out systems of the body and explain how each is affected by stress.</p> <p>Brainstorm a list of "Important Rules for Friendship"</p> <p>Write role-plays which illustrate the four things you can do if you and a friend disagree (p. 35). Creativity and Innovation</p> <p>Create station activities which allow students to experience activities which challenge people who are "differently-abled". Critical Thinking and Problem Solving</p> <p>Read and review class notes. (question and answer periods).(Communication and Collaboration)</p>	<p>Teacher Observation</p> <p>Teacher Evaluation of role-plays Scoring method: Rubric</p> <p>Written Test</p> <p>Homework</p>	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy ___X___ Health literacy
21 st Century Skills	___X___ Creativity and Innovation ___X___ Critical Thinking and Problem Solving ___X___ Communication and Collaboration _____ Information Literacy _____ Media Literacy ___X___ Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and write a goal achievement plan. LA.4.ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks, Smart board for visual aids.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Health textbooks For Students: Class notes, Health test books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Family Life: 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.
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge on puberty and the structure and function of the male and female anatomy.	HE.3-5.2.1.5.PGD.2 HE.3-5.2.1.5.PGD.3 HE.3-5.2.1.5.PGD.4	Describe the physical, emotional, and social changes which occur during puberty. Health literacy, Information Literacy Label and explain the structure and function of the male and female reproductive systems.	Read "Chris' Story" and analyze whether the changes mentioned belong to girls, boys, or both. Read "Human Growth and Reproduction" p. 1-25 Write questions for question box Critical Thinking and Problem Solving View "What is Puberty?", "Girls & Puberty", "Boys & Puberty", "New Emotions, New Feelings" Complete vocabulary review. Label male and female reproductive system diagrams. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Chris' Story checklist Completion of vocabulary review Completion of reproductive system diagrams Written Test	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Family Life: 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.
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge on puberty and the structure and function of the male and female anatomy.	HE.3-5.2.1.5.PGD.2 HE.3-5.2.1.5.PGD.3 HE.3-5.2.1.5.PGD.4	Describe the physical, emotional, and social changes which occur during puberty. Health literacy, Information Literacy Label and explain the structure and function of the male and female reproductive systems.	Read "Chris' Story" and analyze whether the changes mentioned belong to girls, boys, or both. Read "Human Growth and Reproduction" p. 1-25 Write questions for question box Critical Thinking and Problem Solving View "What is Puberty?", "Girls & Puberty", "Boys & Puberty", "New Emotions, New Feelings" Complete vocabulary review. Label male and female reproductive system diagrams. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Chris' Story checklist Completion of vocabulary review Completion of reproductive system diagrams Written Test	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and handouts
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one’s health.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Disease Prevention: The students will understand the different types of diseases and how to prevent them.	HE.3-5.2.3.5. HCDM.1 HE.3-5.2.3.5. HCDM.2 HE.3-5.2.1.5. PGD.1 HE.3-5.2.1.5. CHSS.1	<p>Compare and contrast infectious and noninfectious diseases.(Global Awareness)</p> <p>Differentiate between chronic and acute diseases and give two examples of each. Health literacy</p> <p>Distinguish between diseases caused by bacteria and viruses. Health literacy</p> <p>Explain how diseases are spread and how the spread of diseases can be prevented.</p> <p>Explain when and how to seek help when experiencing a health problem. Life and Career Skills</p>	<p>Play "What's My Illness?" and act out symptoms of an illness so classmates can guess the illness and then determine whether the illness is infectious or noninfectious. Creativity and Innovation</p> <p>Read story: "Z's Gift"</p> <p>Design and edit a video guide to school health and social services. Media Literacy</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p>	<p>Written Test</p> <p>Homework</p> <p>Teacher Observation</p> <p>Teacher Evaluation of Video. Scoring method: Rubric</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> X </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> X </u> Information Literacy <u> X </u> Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a multimedia presentation and poster. LA.4.ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of a script for a school health video. Video Equipment
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 4 Teaching Transparencies: #4, #5, #8, #10, #19 "Z's Gift" - Here's Looking At You 2000- Grade 4 For Students: Class notes, Chromebooks , and medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4

Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food as well as how nutrients affect the body.	HE.3-5.2.2.5. N.1 HE.3-5.2.2.5. N.2 HE.3-5.2.2.5. N.3	Identify the six major nutrients, their sources, and their functions in the body. Health literacy Explain why fiber is important to health. Identify the types of information found on food labels and explain how food labels can be used to compare the nutritional value of foods. Life and Career Skills Use MyPlate and the steps for decision-making to create a healthy meal based on nutritional content. . Life and Career Skills	Cut pictures of foods containing fats, carbohydrates, or proteins from magazines and attach the pictures to index cards. Play "Concentration" by turning over cards from the same nutrient group. Create a "food tune" or a "rap" which tells what fiber does for the body. Creativity and Innovation Bring in cans and boxes of food to practice reading labels, specifically looking for the six major nutrients. Life and Career Skills Use paper plates and pictures of food cut from magazines to create a breakfast, lunch, and dinner according to the MyPlate Guidelines Read and review class notes. (question and answer periods). (Communication and Collaboration)	Classwork/ Homework Teacher evaluation of "food tune" Teacher evaluation of the created meals	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA/Music Connection: Research and organize information to make a food tune/rap about fiber. LA.4.ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Smart board and teachers computer to go the My Plate’s website
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Teaching Transparency #8, #18 For Students: Class notes and Textbooks.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4		Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Fitness and Physical Activity: The students will understand the benefits of fitness as well as the correct way to exercise.	HE.3-5.2.2.5.PF.1 HE.3-5.2.2.5.PF.4 HE.3-5.2.2.5.MS C.1	Explain and demonstrate good posture when standing, walking, sitting, and working at the computer. Health literacy, Life and Career Skills Define and explain the positive effects of four types of exercise and develop a personal exercise plan.	Pairs of students demonstrate to each other good standing, walking, sitting, and lifting postures. Create an exercise plan and record actual activity for one week. Evaluate the plan and make changes, if necessary. Creativity and Innovation Read and review class notes. (question and answer periods). Communication and Collaboration	Teacher Observation Teacher Evaluation of exercise plan Homework	Approximately 2 classes. (80min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing an exercise plan. LA.4.ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of their exercise plan.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Health Books For Students: Class notes and Chromebooks , Health books
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Personal Growth and Development: The students will understand the structure and function of the skeletal, muscular, digestive, respiratory, circulatory and nervous systems.</p>	<p>HE.3-5.2.1.5. PGD Health is influenced by the interaction of body systems.</p>	<p>Identify the structure and function of the sense organs</p> <p>Identify the structure and function of the skeletal system.</p> <p>Identify the structure and function of the muscular system.</p> <p>Identify the structure and function of the digestive system.</p> <p>Identify the structure and function of the nervous system.</p> <p>Identify the structure and function of the respiratory system.</p> <p>Identify the structure and function of the circulatory system.</p> <p>Explain how the brain and the central nervous system control the body.</p>	<p>Using a model skeleton, identify bones by name.</p> <p>Health literacy</p> <p>Students will try to identify which muscles perform specific tasks: kick a soccer ball, stand on tiptoes, shrug shoulders, etc. Critical Thinking and Problem Solving</p> <p>Create a spine, using lifesavers, felt washers and string or licorice sticks. Creativity and Innovation</p> <p>Construct an obstacle course in the gym which the flow of blood on and out of the heart and lungs.</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p>	<p>Written Test</p> <p>Homework</p>	<p>Approximately 8 classes. (320 min).</p>

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and Smart board for viewing and examining the different body systems.
Resources	<p>For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 4 "Human Body" by Sue Carothers & Elizabeth Henke (skeletal: p.7-19)(muscular: p.20-29)(nervous: p.71-80) www.KidsHealth.org:"Bones, Muscles, and Joints" Teaching Transparency #6 #7, #11, #12 Lifesavers candy, felt washers, string or yarn or licorice sticks. For Students: Class notes and Chromebooks/home computers for research, Medical articles found online or in print.</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.</p>

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.3-5.2.3.5.PS.1 HE.3-5.2.3.5.PS.2 HE.3-5.2.3.5.PS.3 HE.3-5.2.1.5.CHSS.1	Describe what an emergency situation is and how to get help. Describe how to prevent home injuries from electricity, falls, fire, and weapons. Life and Career Skills Outline what you can do to stay safe while you are home alone. Life and Career Skills Explain how to stay safe in extreme weather conditions. Outline swimming and boating safety rules and describe how to respond to a water emergency. Life and Career Skills Demonstrate simple First Aid for bleeding, burns, and poisoning. Life and Career Skills	Make a poster showing what you need to know when you call 911 and role play dialing for help. Creativity and Innovation Students draw a floor plan of their home, identify at least 2 exits, choose a meeting spot away from home, and share their plan with their family. Critical Thinking and Problem Practice stop, drop, and roll. Fill out a family "Emergency Contact" form to keep next to the phone. Demonstrate how to put on a life jacket. Practice "Throw-don't go" with a long pole or beach towel. Read and review class notes. (question and answer periods). (Communication and Collaboration) Students present projects and lead a classroom discussion.	Written Test Homework Teacher evaluation of posters. Scoring Method: Rubric Teacher Observation	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Students presenting their projects to the class. LA.4.ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/Home computers to research information and ideas for their poster.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 4 For Students: Class notes and Chromebooks , home computers, Textbook: "Your Health" Grade 4
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair

	with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper- Creating a multimedia presentation/ Reciprocal teaching of learned information.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will gain knowledge on natural resources and why conservation is important.	HE.3-5.2.1. 5.CHSS.2	Define "natural resources". List seven kinds of natural resources and describe some ways that people use these resources. Global Awareness Define "conservation "and explain ways to conserve water, land, air, and other resources. Life and Career Skills Explain the impact of participation in different kinds of service projects on community wellness	Estimate how much water a family of four uses each day for the activities listed on page 291 in text. Make recommendations about how family members can practice water conservation. Health literacy Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of conservation activity FOSS Tests Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science Connections: Students will relate the information learned about natural resources to their lessons in science class. 4- ESS2-1
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 4 FOSS: Water Unit For Students: Class notes and Chromebooks, home computer, articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 4	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Drugs and Medicine: The students will gain knowledge on different drugs and medicines and how the use or misuse of these can affect a person's health.	HE.3-5.2.3.5. ATD.1 HE.3-5.2.3.5. ATD.2 HE.3-5.2.3.H E.3-5.2.3.5.D SDT.3 5.DSDT.4 HE.3-5.2.3.5. DSDT.5	Identify the short- and long-term physical effects of inhaling certain substances Outline the dangerous effects of marijuana and cocaine. Health literacy Determine how advertising, peer pressure, and home environment influence children and teens to experiment with alcohol, tobacco, prescription medications, and other drugs Life and Career Skills Identify the warning signs of drug abuse and identify people and organizations that can help with drug recovery. Life and Career Skills	Create a poster which gives warning signs of inhalant abuse. Creativity and Innovation Read "The Boy With The Hat" in small groups. List similarities and differences between the hat and marijuana. Create a video which shows the effects of marijuana or cocaine on different organs of the body .Use "Tommy Torso" to refer to organs. Media Literacy, Creativity and Innovation Identify and role play refusal skills for drug use/abuse. Critical Thinking and Problem Solving Identify community resources that can provide assistance to people who struggle with addiction/drug abuse. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Teacher evaluation of poster. Scoring method: rubric Teacher evaluation of video. Scoring method: rubric Written Test Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a multimedia presentation and poster. LA.4..ELA-Literacy.W.4.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing a script for a school health video. Video Equipment
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) Textbook: "Your Health" Grade 4 Teaching Transparencies #9, #10, #11, #12, #13 Books: "The Boy With The Hat" by Neal Starkman Here's Looking At You 2000- Grade 5- Lesson 3 For Students: Class notes and Chromebooks, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5		Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.			
Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Fitness and Physical Activity: The students will understand the benefits of fitness as well as the correct way to exercise.	HE.3-5.2.1.5.PG D.1 HE.3-5.2.3.5.PS.4	Identify and evaluate sources of health information. Life and Career Skills Describe how exercise benefits the respiratory and circulatory systems. Life and Career Skills Define "aerobic" and "anaerobic" exercise and give examples of each. Describe the right way to warm-up, exercise, and cool-down. Explain and apply the training principles of Frequency, intensity, time, and type (FITT) to improve personal fitness. Life and Career Skills	Compile a list of reliable websites where young people can access accurate health information. Health and Media Literacy Make a list of modern appliances that did not exist 200 years ago. Discuss the differences in lifestyles between then and now and how people got their exercise long ago. As well as who was in better shape people today or people 200 years ago. Information literacy and Media Literacy Create an exercise plan for a week making use of the "Activity Pyramid"(p. 119) and pictures of exercises to increase muscular endurance, flexibility, and muscular strength. Creativity and Innovation Read and review class notes. (question and answer periods). Communication and Collaboration Students will participate in activities that reinforce the 5 areas of skill fitness.	Research of reliable health websites: Scoring Method: Rubric Written Test Homework	Approximately 6 classes. (240 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing their findings. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of reliable health websites
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Emotional, and Social Health: Social and emotional development impacts all components of wellness.
-----------------------	----------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Emotional and Social Health: The students will understand how all forms of health are connected.(physical, social, emotional and intellectual).	2.1.6.E.2 2.1.6.E.3 2.2.6.A.2 HE.3-5.2.1.5. SSH.3 HE.3-5.2.1.5. SSH.6 HE.3-5.2.1.5. SSH.7 HE.3-5.2.1.5. EH.3 HE.3-5.2.1.5. EH.4	<p>Discuss physical, social, emotional, and spiritual dimensions of wellness. Health literacy</p> <p>Examine factors that support healthy social and emotional development.</p> <p>Develop ways to proactively include peers with disabilities at home, at school, and in community activities. Critical Thinking and Problem Solving</p> <p>Demonstrate how to set short-term goals in order to achieve a long-term goal.</p> <p>Identify strategies for making and keeping friends.</p> <p>Discuss the physical, social, and emotional impacts of all forms of abuse (violence, harassment, bullying, and discrimination) and discuss what to do if any form of abuse is suspected or occurs. Life and Career Skills</p>	<p>Students select a person they admire. List the positive qualities of this person. Write a paragraph telling how they could incorporate these qualities into their life to improve their self-concept. Students present their paper to the class. Media Literacy</p> <p>Teacher reads open-ended stories in which the main character makes a mistake or does something embarrassing. Students finish the story by having the main character give him/her "positive self-talk" statements.</p> <p>Read and review class notes. (question and answer periods).(Communication and Collaboration)</p>	<p>Person they admire paper/project. Scoring Method: Rubric</p> <p>Written Test</p> <p>Homework</p>	<p>Approximately 5 classes. (200 min).</p>

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing a research paper/multimedia presentation. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NA
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes, Medical articles found online or in print as well as health stories of kids who dealt with similar issues.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Personal Growth and Development: The students will understand the different changes they will go through both emotionally and physically.	HE.3-5.2.1. 5.PGD.3 HE.3-5.2.1. 5.PGD.5 HE.3-5.2.1. 5.EH.1 HE.3-5.2.1. 5.EH.2 HE.3-5.2.1. 5.EH.3 HE.3-5.2.1. 5.EH.4	Identify the structure and function of the respiratory and circulatory systems. Identify the stages of human development and describe some of the changes a person experiences at each stage. Health literacy Describe feelings and problems that are common during adolescence and ways to handle these new feelings. Life and Career Skills	Construct an obstacle course in the gym which the flow of blood on and out of the heart and lungs. Students make time lines. Indicate the growth stages and major milestones they have gone through and predict those yet to come. Creativity and Innovation, Media Literacy Ask students to create short comic strips depicting the ever-changing moods of adolescents. Information literacy and Media Literacy) Read and review class notes. (question and answer periods). (Communication and Collaboration)	Timeline project/presentation. Scoring Method: Rubric Written Test Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing a comic strip. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of respiratory and circulatory diseases.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks/home computers for research, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Family Life: 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.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Family Life: The students will gain knowledge on fertilization, stages of pregnancy as well as proper care of both mother and fetus.	HE.3-5.2.1.5.PP.1 HE.3-5.2.1.5.PP.2	Review the anatomy of the male and female reproductive system. Describe the process of fertilization and embryonic and fetal development. Describe the stages of pregnancy and the process of childbirth Discuss healthy pre-natal practices and analyze how the health of the mother impacts the health of the fetus. Health literacy	Review and label male and female reproductive system diagrams. Describe the distinctive features of each stage of embryonic and fetal development. Create questions about the stages of pregnancy and exchange questions with classmates. Cut and paste the stages of birth in the correct order. Critical Thinking and Problem, Life and Career Skills View video: "Understanding Fetal Alcohol Syndrome" Create a brochure to educate pregnant women about healthy pre-natal practices. Creativity and Innovation Information Literacy, Media Literacy Read and review class notes. (question and answer periods). (Communication and Collaboration)	Students Prenatal brochure. Scoring method: rubric Written Test Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating a brochure/multimedia presentation. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and writing of prenatal project.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks, home computer, medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food and how media, family and friends affect their eating habits.	HE.3-5.2.2.5. N.1 HE.3-5.2.2.5. N.2 HE.3-5.2.2.5. N.3	Identify decision-making steps and use these steps to make healthy food choices. Life and Career Skills Explain how to use MYPlate to plan and achieve a balanced diet. Life and Career Skills, Health literacy Explain how family, friends, culture, and the media affect food choices. Life and Career Skills	Collect nutritional charts from various fast food restaurants. Choose breakfast, lunch, and dinner foods that are lower in fat, salt, sugar, and calories. Information Literacy Ask each student to contribute a favorite family recipe to create a class cookbook.) Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	N/A
Integration of Technology	N/A
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks/home computers , Menus from different restaurants
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.3-5.2.3.5. PS.1 HE.3-5.2.3.5. PS.2 HE.3-5.2.3.5. PS.3 HE.3-5.2.3.5. PS.5 HE.3-5.2.3.5. PS.6	Practice first aid for injuries: choking, sprains and fractures, and concussions. Health literacy, Life and Career Skills Summarize the components of the traffic safety system and explain how people contribute to making the system effective Recognize fire hazards in the home and explain how to prevent and survive home fires. Describe how to respond to threatening situations and avoid violence. Identify and practice skills used to resolve conflicts.	Small groups of students create bike or pedestrian safety board games. Creativity and Innovation Practice "stop, drop, and roll". Create a poster showing potential fire hazards in the home. Apply the steps of conflict resolution to a real-life situation and perform a role-play for the class. Critical Thinking and Problem Solving Read and review class notes. (question and answer periods). (Communication and Collaboration) Students present projects and lead a classroom discussion.	Bike and Pedestrian Board Game: Scoring Method: Rubric Written Test Homework	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy <u>__X__</u> Health literacy
21 st Century Skills	<u>__X__</u> Creativity and Innovation <u>__X__</u> Critical Thinking and Problem Solving <u>__X__</u> Communication and Collaboration _____ Information Literacy _____ Media Literacy <u>__X__</u> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and making a board game. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/Home computers to research information and ideas for their board game.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , home computers
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Drugs and Medicine: The students will gain knowledge of different drugs and medicines and how the use or misuse of these can affect a person's health.	HE.3-5.2.3.5.PS.5 HE.3-5.2.3.5.PS.6 HE.3-5.2.3.5.DSDT.1 HE.3-5.2.3.5.DSDT.2 HE.3-5.2.3.5.DSDT.3 HE.3-5.2.3.5.ATD.1 HE.3-5.2.3.5.ATD.2 HE.3-5.2.3.5.ATD.3 HE.3-5.2.3.5.DSDT.4 HE.3-5.2.3.5.DSDT.5	Demonstrate how to interpret a medicine label. Distinguish between medicine "misuse" and medicine "abuse". Define "tolerance", "overdose", "dependence", and "withdrawal". Describe the health effects of using caffeine, tobacco, anabolic steroids, and inhalants. Describe the negative consequences of drug abuse and how drug abuse can interfere with activities and goals. Life and Career Skills Identify refusal skills and practice using these skills to stay drug-free.	Find the name, dosage, expiration date, warnings, and directions on empty OTC and prescription medicine containers. Students do research to find out what medicines are commonly abused. Show video: "Huffing: The Latest Facts About Inhalant Abuse". List Inhalants commonly found in the home. Show video: "Buzz in a Bottle". Compare the caffeine content of drinks commonly used by teens. Students clip articles from newspapers and magazines which link illegal drug use and crimes. Use the internet to search for resources to help with specific topics. Informational literacy and Media Literacy Read and review class notes. (question and answer periods). (Communication and Collaboration)	Students article project. Scoring method: rubric Written Test Homework	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing a research paper/multimedia presentation. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of crimes and the link of drug use.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.
-----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Disease Prevention: The students will understand the different types of diseases and how to prevent them.	HE.3-5.2.3.5.HC DM.1- HE.3-5.2.3.5.HC DM.2- HE.3-5.2.3.5.HC DM.3	<p>Compare and contrast infectious and noninfectious diseases. (Global Awareness)</p> <p>Define pathogen and explain how different kinds of pathogens, make a person ill.</p> <p>Research diseases that affect the respiratory and circulatory systems.</p> <p>Explain how heredity and lifestyle choices influence these diseases.</p>	<p>Students will do a research project (paper, or a multimedia presentation) on diseases that affect the respiratory system and the circulatory system. (Information literacy and Media Literacy)</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p> <p>Students present projects and lead a classroom discussion.</p>	<p>Research Paper/Multimedia presentation. Scoring Method: Rubric</p> <p>Written Test</p> <p>Homework</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing a research paper/multimedia presentation. LA.5.ELA-Literacy.W.5.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of respiratory and circulatory diseases.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 5	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will gain knowledge on what is public health and how to prepare for emergency situations.	HE.3-5.2.1. 5.CHSS.1 HE.3-5.2.1. 5.CHSS.2	Define "public health" and list public health agencies and their responsibilities. List three volunteer groups that work to improve public health and explain the services they provide. Health literacy Appraise the goals of various community or service organizations to determine opportunities for volunteer service. List organizations that help communities prepare for and respond to emergencies. Global Awareness Name government and private groups which work to protect consumers.	Make a directory of Community Health Resources. Make a list of the five items a student would want to take with her if she had to leave home in an emergency Life and Career Skills Compare and contrast the FDA and the CPSC Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/Home computers for research
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks, home computer, articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for EL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Fitness and Physical Activity: The students will understand the benefits of fitness as well as the correct way to exercise. Students will also gain knowledge on computer safety	HE.6-8.2.2.8.PF.1 HE.6-8.2.2.8.PF.3 HE.6-8.2.2.8.PF.4 HE.6-8.2.3.8.PS.6 HE.6-8.2.3.8.PS.7	Describe how and why to take good care of skin, hair, nails, and teeth. Health literacy Analyze how to work comfortably and safely at a computer. Life and Career Skills Describe the importance of different types of exercise and develop a personal fitness program. Demonstrate how to take your pulse and calculate your Target Heart Rate. Identify goal-setting steps and practice goal-setting for fitness activities.	Students work in small groups to script and make stick puppets for a lesson about teeth or skin, hair, and nails for first grade students. Creativity and Innovation Media Literacy Students will identify a favorite activity such as basketball or swimming. They will describe how the activity helps them to build the four parts of health fitness. Critical Thinking and Problem Solving Explain how the F.I.T.T. principle can be applied to a personal fitness program. Life and Career Skills Compare <i>Target Heart Rate</i> and <i>Perceived Rate of Exertion</i> when estimating the intensity of an activity. Read and review class notes. (question and answer periods). Communication and Collaboration	Skit/play on Hair, skin, teeth and nails: Scoring Method: Rubric Written Test Homework	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and creating their play. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/home computers for research and typing their play.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , home computers
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Emotional, and Social Health: Social and emotional development impacts all components of wellness.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Emotional and Social Health: The students will understand how all forms of health are connected.(physical, social, emotional and intellectual). Also the students will receive a character education lesson on values.</p>	<p>HE.6-8.2.1.8.EH.1 HE.6-8.2.1.8.EH.2 HE.6-8.2.1.8.SSH.3 HE.6-8.2.1.8.SSH.4 HE.6-8.2.1.8.SSH.5 HE.6-8.2.1.8.CHSS.4 HE.6-8.2.3.8.PS.1</p>	<p>Explain how character and core ethical values can be useful in addressing challenging situations. Life and Career Skills</p> <p>Predict situations that may challenge an individual's core ethical values. Identify elements that contribute to a person's self-concept. Health literacy</p> <p>Explain the importance of being aware of personal strengths and weaknesses.</p> <p>Identify the difference between short-term goals and long-term goals and how having goals can help you make choices. Life and Career Skills</p> <p>Explain the role of brainstorming and negotiation in conflict resolution and summarize the components of a good resolution to a conflict.</p> <p>Discuss the physical, social, and emotional impacts of all forms of abuse,(violence, harassment, bullying, discrimination)and discuss what to do if any form of abuse is suspected or occurs. Life and Career Skills</p>	<p>Character education lessons.</p> <p>Fold a piece of paper in half. On one side record a long-term goal. On the other side, list three short-term goals that will help achieve the long-term goal. Critical Thinking and Problem Solving</p> <p>Read and review class notes. (question and answer periods).(Communication and Collaboration)</p>	<p>Written Test</p> <p>Homework</p> <p>Teacher evaluation of research and oral presentation. Scoring Method: Rubric</p>	<p>Approximately 5 classes. (200 min).</p>

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	NA
Integration of Technology	NA
Resources	<p>For Teachers: Various health websites (CDC, Kids health, etc.) Olweus Bullying Prevention Program Publisher: Hazelden For Students: Class notes, Medical articles found online or in print as well as health stories of kids who dealt with similar issues.</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper- Creating a multimedia presentation/ Reciprocal teaching of learned information.</p>

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
<p>Personal Growth and Development: The students will understand the different changes they will go through both emotionally and physically.</p>	<p>HE.6-8.2.1.8. PGD.1 HE.6-8.2.1.8. PGD.2 HE.6-8.2.1.8. PGD.4</p>	<p>Explain how heredity, environment, and health habits influence growth and development. Health literacy, Life and Career Skills</p> <p>Describe the stages of mitosis and describe the role of genes in heredity. Critical Thinking and Problem Solving</p> <p>Describe the relationship between puberty, adolescence, and growth spurt.</p> <p>Describe the physical, emotional, and social changes of adolescence.</p> <p>Identify the seven major glands of the endocrine system and the effect that these glands have on growth and body functions. Information Literacy</p> <p>Identify and explain the function of the organs of the excretory system.</p>	<p>Students will use a Punnett square to predict the probability of dominant and recessive traits being inherited.</p> <p>Graph the occurrence of recessive traits among classmates.</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p>	<p>Teacher evaluation of graphs</p> <p>Written Test</p> <p>Homework</p>	<p>Approximately 4 classes. (160 min).</p>

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science Connections: Using the Punnett square to predict outcomes. MS-LS3-1
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks and smart board where applicable.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Family Life: 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.

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Family Life: The students will gain knowledge on relationships, sexual harassment as well as consequences of adolescent sexual activity.	HE.6-8.2.1.8.PP.4 HE.6-8.2.1.8.SSH.4 HE.6-8.2.1.8.SSH.5 HE.6-8.2.1.8.SSH.7 HE.6-8.2.3.8.PS.1	Identify ways that individuals and families support social and emotional health and meet basic human needs. Health literacy Identify healthy relationships with peers and how relationships may change during adolescence. Life and Career Skills Describe individual growth patterns of males and females during adolescence Information Literacy Define "sexual harassment" and identify strategies to deal with sexual harassment. Life and Career Skills Describe different forms of dating and what can be learned from dating. Life and Career Skills Discuss possible physical, social, and emotional impacts of adolescent sexual activity. Life and Career Skills Summarize strategies to remain abstinent and resist pressures to become sexually active. Life and Career Skills	Students write scripts and demonstrate individual and family roles through role playing Critical Thinking and Problem Solving "Love vs. Infatuation" game-CD Review and label male and female anatomy diagram Read and review class notes. (question and answer periods). (Communication and Collaboration)	Family roles activity Scoring method: rubric Written Test Homework	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, for their family roles activity. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for typing paper.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks, home computer, medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Safety: The students will understand how to stay safe and respond appropriately in emergency situations.	HE.6-8.2.3.8.HCD M.3 HE.6-8.2.3.8.PS.1	<p>Explain safe babysitting practices. Life and Career Skills</p> <p>Explain swimming and boating safety rules and describe how to respond to a water emergency. Life and Career Skills</p> <p>Recognize common injuries and describe and/or demonstrate the appropriate first aid for these injuries: heart attacks, stopped breathing, severe bleeding, shock, hypothermia, frostbite, hyperthermia, and seizures. Life and Career Skills</p>	<p>Create a babysitter's checklist and print copies for babysitters and parents in the school community. Media Literacy Creativity and Innovation</p> <p>Research heat cramps, heat exhaustion, heat stroke, hypothermia, or frostbite and share findings with the class.</p> <p>Write short stories about a group of friends who are on a hiking adventure in which two of the friends have a serious injury. Student should incorporate what they have learned about heart attacks, severe bleeding, stopped breathing, etc. into their stories. Creativity and Innovation Critical Thinking and Problem Solving</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p> <p>Students present projects and lead a classroom discussion.</p>	<p>Teacher evaluation of: babysitter's checklist, research project, and short stories Scoring Method: Rubric</p> <p>Written Test</p> <p>Homework/Classwork</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and making a babysitting checklist. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/Home computers to research information and ideas for their babysitting checklist.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , home computers
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6 **Brief Summary of Unit:** Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one’s health.

Content/Objective	Standards	Skills – SWBAT	Suggested Activities	Suggested Assessments	Pacing Guide
Disease Prevention: The students will understand the different types of diseases and how to prevent and treat them.	HE.6-8.2.3.8. HCDM.2 HE.6-8.2.3.8. HCDM.3 HE.6-8.2.3.8. HCDM.6 HE.6-8.2.3.8. HCDM.7 HE.6-8.2.1.8. EH.1 HE.6-8.2.1.8. CHSS.8	<p>Explain the difference between hereditary, environmental, and behavioral health risk factors. Health literacy Life and Career Skills</p> <p>Describe the structure and function of the immune system.</p> <p>Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy.</p> <p>Discuss how vaccines, immunizations, and antibiotics prevent disease. Global Awareness</p> <p>Describe symptoms and treatment for diseases and health conditions that are prevalent in adolescents, such as diabetes, asthma, obesity, and food allergies. Information Literacy</p> <p>Compare and contrast common mental illnesses (depression, anxiety and panic disorders, phobias, etc.)</p> <p>Develop a position about a health issue in order to inform peers.</p>	<p>Research hereditary disorders that occur frequently in certain populations.</p> <p>Show video: "The Puberty Workshop"- HIV & AIDS</p> <p>Research the impact of public health strategies in preventing disease and health conditions (requiring vaccinations for school, needle-sharing programs for addicts, etc.) Critical Thinking and Problem Solving</p> <p>Give an oral presentation to peers about a health issue. Media Literacy Creativity and Innovation</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p> <p>Students present projects and lead a classroom discussion.</p>	<p>Research Paper/Multimedia presentation. Scoring Method: Rubric</p> <p>Written Test</p> <p>Homework</p>	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, and writing and presenting a research paper/multimedia presentation. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks for research and typing of respiratory and circulatory diseases.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks , Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper– Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Advocacy and Service: Appraise the goals and available services of various community or service-organization.
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Advocacy and service: The students will gain knowledge on natural resources and how to conserve them. Also the students will learn how to prepare for emergency situations.	HE.6-8.2.1. 8.CHSS.1 HE.6-8.2.1. 8.CHSS.6	Describe how to prepare for earthquakes and severe weather. Life and Career Skills List items that should be contained in a natural disaster emergency kit. Define "resources" and explain why it is necessary to conserve them. Describe ways to conserve water, paper, metals, and glass. Life and Career Skills Identify sources of air, water, and noise pollution and explain the health problems they cause. Global Awareness	Estimate how much food and how many gallons of water would be needed for your family for two weeks if a natural disaster were to occur. Critical Thinking and Problem Solving ,Health literacy Identify products at school which could be reused or recycled. Bring from home an item they have outgrown or no longer use and then have a "Swap Meet" so these items can be reused. Read and review class notes. (question and answer periods). (Communication and Collaboration)	Class Discussions Homework	Approximately 3 classes. (120 min).

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Science Connections: Students will learn why it's important to conserve natural resources. Secondary to MS-LS2-5 LS4.D: Biodiversity and Humans
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/Home computers for research
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks, home computer, articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Nutrition: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle as well as determine how eating patterns are influenced by a variety of factors.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Nutrition: The students will understand how to make smart choices about food they eat, and how to safely prepare and store food afterwards.	HE.6-8.2.2.8.N.1 HE.6-8.2.2.8.N.2 HE.6-8.2.2.8.N.3 HE.6-8.2.2.8.N.4 HE.6-8.2.3.8.HCDM.1 HE.6-8.2.3.8.HCDM.3	<p>Explain the effect that vitamins, minerals, and water have on body processes. Health literacy</p> <p>Describe a healthful vegetarian diet.</p> <p>Describe some consequences of unhealthful eating practices (anorexia, bulimia, eating too much). Information Literacy</p> <p>Explain how to select healthy foods when snacking and eating in restaurants. Life and Career Skills</p> <p>Describe how to store and prepare foods safely. Life and Career Skills</p>	<p>Research eating disorders: Anorexia, Bulimia, Binge Eating: Write a report or create a presentation explaining what the diseases are. Health literacy, Creativity and Innovation, Media Literacy</p> <p>Investigate vegetarian and other restricted diets, such as salt-free, lactose-free, gluten-free.</p> <p>What diseases may each group may be less or more at risk for based on these special diets? Critical Thinking and Problem Solving</p> <p>Bring in labels from common snack foods that they eat. Have them set up a display, classifying the snacks as <i>Very Healthy, Mostly Healthy, Unhealthy</i>.</p> <p>Read and review class notes. (question and answer periods). (Communication and Collaboration)</p>	<p>Research report/project on eating disorders. Grading method: Rubric</p> <p>Written Test</p> <p>Homework</p>	Approximately 4 classes. (160 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Research and writing of research project. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/home computer for research and writing to create their projects on eating disorders.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks/home computers, Medical articles both online and in print
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper—Creating a multimedia presentation/ Reciprocal teaching of learned information.

Subject Area: Health

Grade Level: 6	Brief Summary of Unit: Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Drugs and Medicine: The students will gain knowledge on different types of drugs and medicines, and how the use or misuse of these can affect a person’s health.	HE.6-8.2.3. 8.DSDT.1 HE.6-8.2.3. 8.DSDT.3 HE.6-8.2.3. 8.DSDT.4 HE.6-8.2.3. 8.DSDT.2	Describe how the use and abuse of alcohol affects a person's ability to function. Summarize the signs and symptoms of substance abuse and the stages that lead to dependency/addiction. Information Literacy Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. Health literacy Determine effective strategies to stop using alcohol, tobacco, and other drugs and that support the ability to remain drug-free. Creativity and Innovation	D.A.R.E. Workbook: Lesson #12 Create a board game about alcohol and addiction. Media Literacy Creativity and Innovation Read and review class notes. (question and answer periods). (Communication and Collaboration)	Written Test Teacher evaluation of board game Homework	Approximately 5 classes. (200 min).

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	ELA Connections: Conducting research, organizing information, to create a board game about alcohol and addiction. LA.6.ELA-Literacy.W.6.7
Integration of Technology	NJSLS 8.1 Educational Technology: Chromebooks/home computers for research and creation of board games.
Resources	For Teachers: Various health websites (CDC, Kids health, etc.) For Students: Class notes and Chromebooks/home computers, Medical articles found online or in print.
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Modified tests and projects and seating: (Fewer questions/different answer choices/ Simplified questions) Modifications for ELL students: Simplified lessons, chromebook/dictionary for translation, pair with another student who is fluent with the language. Modifications for Gifted students: More of a leadership role or class helper— Creating a multimedia presentation/ Reciprocal teaching of learned information.

