

# Readington Township Public Schools

## Health Grades 3-5

**Authored by:** Sarah Pauch  
Supervisor of Math, Science, and Technology

**Reviewed by:** Carie Sivo and Ed Dubroski

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**Members of the Board of Education:**

Dr. Camille Cerciello, President

Ellen DePinto

Elizabeth Fiore

Paulo Lopes

Michele Mencer

Randall Peach

Carolyn Podgorski

Justina Ryan

Jennifer Wolf

**Superintendent:** Dr. Jonathan Hart

## 2.1 Personal and Mental Health

## 2.2 Nutrition

## 2.3 Safety

By the end of Grade 5

### Overview

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. (NJDOE)

### Strategies

Teacher presentation  
Teacher read-aloud  
Group discussion  
Small Group instruction  
Group presentations

### Accommodations

[Accommodations and Modification Addendum](#)

### Assessments

#### Formative

- Classroom Discussion
- Anecdotal Notes from teacher observation
- Cooperative Learning Groups
- Exit Slips
- Open Ended Questions
- Checklists
- Teacher Observation
- Running Records

#### Summative

- Unit Tests
- Quizzes

#### Benchmark

- Notebook check with rubric
- End of unit presentation with rubric

#### Alternative

- Presentations
- Performance Assessments
- Role Play

### Resources

#### Required

- The Great Body Shop
- [KidsHealth.org](#)
- [USDA Food and Nutrition Service](#)

#### Supplemental

- Weekly Reader
- Scholastic News
- Brain Pop

<ul style="list-style-type: none"> <li>• <a href="#">NEWSELA-Health and Fitness</a></li> </ul>	<ul style="list-style-type: none"> <li>• YouTube Videos</li> <li>• <a href="#">Aavidum</a></li> <li>• NJCAP (Child Assault Prevention)</li> </ul>
<b>Personal Growth and Development</b> Pacing: 3-4 lessons	
Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. (NJDOE)	
Core Ideas	Performance Expectations
Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
Puberty is a time of physical, social, and emotional changes.	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
<b>Third Grade</b>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Reading food labels and nutrient content creates healthy eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use nutrient labels to promote good health?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>• Explain how the body uses nutrients to nourish cells by describing the process of digestion.</li> <li>• Describe ways of respecting the body through proper nutrition.</li> <li>• State the principles and reasons for MyPlate</li> <li>• Analyze personal eating habits and the influences which affect eating habits</li> <li>• Explain the importance of food labels in making healthful selections and read and interpret food labels.</li> <li>• Classify foods in a variety of ways.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Demonstrate creativity and innovation</li> </ul> <b>Activity:</b> Students will design a favorite meal and have a partner sort and describe each food choice using MyPlate. </li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b></li> </ul>	

- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**Activity:** Students will discuss with a partner what careers deal with wellness and staying healthy.

- **9.4 Life Literacies and Key Skills**

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

**Activity:** Students will use data from the lunch orders for the month to determine what foods are most popular. Class discussion of results.

- **Computer Science**

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**Activity:** Students will create a Google Doc detailing ways that they stay healthy through healthy eating, exercise, and staying germ-free.

#### INTERDISCIPLINARY CONNECTIONS

- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Activity:** After hearing the book, *Me and My Body* by DK, students will talk in groups about different systems of the body that are affected by healthy foods and exercise. Examples from the book will be explained.

#### Fourth Grade

##### Enduring Understandings

- Hormones can play a role in our bodies' development.

##### Essential Questions

- How do hormones affect our bodies?

#### Learning Objectives

##### Students will:

- Describe how hormones affect body function, and state emotional changes during puberty.
- Describe at least three changes that take place during puberty.
- Differentiate between what could be considered physical, social, and emotional changes of puberty.
- Explain one thing they can do to manage the physical, emotional, and social changes of puberty.
- Identify at least one reliable, accurate source of information about puberty.
- Define good hygiene and identify good practices of hygiene.
- Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.
- Predict the consequences of ignoring the harmful effects of germs.
- Name things that contribute to a healthy appearance (hair, skin, nails, teeth, posture, and dress).

#### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Work productively in teams while using cultural/global competence.

**Activity:** Students will work in groups to identify things that contribute to a healthy appearance and match a practice to go with it.

- **9.2 Career Awareness, Exploration, and Preparation**

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

**Activity:** In groups, students will brainstorm the different professions that contribute to a healthy appearance and poll the class to find a favorite.

- **9.4 Life Literacies and Key Skills**

- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

**Activity:** The teacher will guide a conversation to identify individuals and resources available for various health-related matters.

- **Computer Science**

<ul style="list-style-type: none"> <li>○ <b>8.1.5.NI.2:</b> Describe physical and digital security measures for protecting sensitive personal information. <b>Activity:</b> The teacher will lead a discussion about security measures in place at doctor's offices and hospitals such as a patient portal.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● <b>W. IW.4.2.C.</b> Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). <b>Activity:</b> Students will produce an age-appropriate informational flyer noting the physical and emotional changes during puberty.</li> </ul>	
<b>Fifth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Hormones can play a role in our body's development.</li> </ul>	<ul style="list-style-type: none"> <li>● How do hormones affect our bodies?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>● Describe at least three ways in which people may develop sexually throughout their lifespan.</li> <li>● Explain the roles estrogen and testosterone have on a person as they develop, physically and emotionally.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>● <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Demonstrate creativity and innovation. <b>Activity:</b> Using teacher-provided materials students will individually create a chart listing the physical and emotional effects of estrogen and testosterone.</li> </ul> </li> <li>● <b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>○ <b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. <b>Activity:</b> The teacher will lead a discussion identifying issues during puberty and what professionals can help.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● <b>RI.CT.5.8.</b> Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. <b>Activity:</b> Students will compare and contrast the same information presented in writing and video.</li> </ul>	

<p align="center"><b>Pregnancy and Parenting</b> Pacing: 1-2 lessons</p> <p>Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting. (NJDOE)</p>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Pregnancy can be achieved through a variety of methods.	2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
<b>Third Grade</b>	

NA	
Fourth Grade	
NA	
Fifth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>All living creatures reproduce in some way.</li> </ul>	<ul style="list-style-type: none"> <li>How can humans reproduce?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Define “sexual intercourse” within the context of human reproduction.</li> <li>Describe what cells are involved in human reproduction (sperm and egg).</li> <li>Explain at least two ways in which pregnancy can happen that do not include sexual intercourse.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Consider the environmental, social, and economic impacts of decisions. <b>Activity:</b> Teacher-led discussion of the financial impacts of having a baby.</li> </ul> </li> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. <b>Activity:</b> In small groups, students will brainstorm careers that involve child care.</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem <b>Activity:</b> Participate in a brainstorming session to identify child caregivers and how to find them.</li> </ul> </li> </ul>	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>W.WP.5.4.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>Activity:</b> Students will summarize in writing the information they have learned during this unit of study.</li> </ul>	

Emotional Health	
Pacing: 2-3 lessons	
<p>Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.</p>	
Core Ideas	Performance Expectations
Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.</p>

Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	<p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p>
<b>Third Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Understanding how your attitude can improve all aspects of your life is important for good health.</li> <li>Understanding what it means to be resilient and how to be resilient.</li> </ul>	<ul style="list-style-type: none"> <li>How does my attitude affect my health?</li> <li>What is resiliency and how can it help me live a healthy, productive life?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Define the word attitude and describe the connection between attitudes, values, and goals.</li> <li>Describe how your attitude can affect the choices you make about your health.</li> <li>Develop ways to improve your attitude by identifying an area of needed improvement.</li> <li>Identify positive attitudes, values, and skills that can help to prevent violence in the community.</li> <li>Explain how a group's "attitudes" will affect the outcome of their group efforts and of others in the community</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Utilize critical thinking to make sense of problems and persevere in solving them.  <b>Activity:</b> Think of a time in your life when you did something you didn't think you could do. Talk about how that made you feel both emotionally and physically. Have a group discussion about how having a growth mindset and being resilient can affect your life and those around you in positive ways.</li> </ul> </li> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.  <b>Activity:</b> Create an anchor chart that includes how to work in a group productively.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.3-</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.  <b>Activity:</b> In small groups, compare and contrast a growth mindset vs. a fixed mindset. Discuss how having a growth mindset can impact a person's success in traditional and non-traditional careers and occupations. Discuss how having a fixed mindset can impact a person's success in traditional and non-traditional careers and occupations.</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>8.1.5.CS.3:</b> Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.  <b>Activity:</b> List common problems that can occur when using a computer or laptop. Talk about how that can create feelings of frustration and anger. Using the anchor chart created, discuss healthy "self-talk" that can be helpful in working through those problems.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li><b>SL.PE.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>	

<p><b>Activity:</b> After hearing the book, <i>When My Worries Get Too Big</i> by Kari Dunn Buron, students will participate in a class discussion on anxiety and how they feel when they get stressed out.</p> <ul style="list-style-type: none"> <li>● <b>W.IW.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> <p><b>Activity:</b> Students will write a descriptive paragraph detailing a time they were stressed and what they did to “destress” themselves.</p>	
<b>Fourth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Understanding, taking care of, and protecting your body is an important part of good health.</li> </ul>	<ul style="list-style-type: none"> <li>● How can caring for our bodies impact our health?</li> <li>● How can caring for our bodies impact those around us?</li> </ul>
<p><b>Learning Objectives</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify things that can hurt your body.</li> <li>● List three reasons why critical thinking is important in helping us keep our bodies safe.</li> <li>● Identify different feelings and examples of what can trigger those feelings.</li> <li>● Analyze how our communication and actions reflect our emotions and our relationships.</li> <li>● Define different kinds of abuse, including sexual harassment.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>● <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Act as a responsible and contributing community member and employee.</li> </ul> <p><b>Activity:</b> In small groups, identify healthy ways to take care of your body. Also, discuss and identify unhealthy ways that can hurt your body. Discuss as a whole group why it is necessary and important to take care of yourself. Discuss how your physical and emotional health positively or negatively impacts not only you but those around you.</p> </li> <li>● <b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>○ <b>9.4.5.CI.2:</b> Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.</li> </ul> <p><b>Activity:</b> Investigate the national issue of adult obesity in the United States. In small groups create a short action plan to help solve this very real problem. Include steps schools can take to help curb this problem.</p> </li> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ <b>9.2.5.CAP.8:</b> Identify risks that individuals and households face.</li> </ul> <p><b>Activity:</b> Lead a discussion about ways to communicate positively about how you are feeling. Talk about how our verbal and nonverbal communication and actions impact our relationships with family members.</p> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>○ <b>RI.CT.4.8.</b> Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</li> </ul> <p><b>Activity:</b> Students will read and interpret the nutritional information on two different labels and present which is the healthier choice and why.</p>	
<b>Fifth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>



<ul style="list-style-type: none"> <li>● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>● Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>● Creating awareness on how different situations can affect emotional health, and in turn, affect your entire wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we employ self-management skills to recognize, cope, and express difficult emotions related to difficult events?</li> <li>● How can resilience and coping practices influence our response to everyday challenges and difficult situations?</li> <li>● How can we employ self-management skills to recognize and cope with mental, psychological, and emotional situations?</li> </ul>
<p style="text-align: center;"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>● Describe human emotions and their effects on the body.</li> <li>● Build respect for the power of emotions to influence your health.</li> <li>● Express emotions appropriately through communication skills.</li> <li>● Predict the consequences of emotions on health.</li> <li>● Identify responsible and irresponsible methods for handling strong emotions.</li> <li>● Make acting responsibly a priority in your behavior by making a class commitment.</li> <li>● Practice positive skills for coping with stress, conflict, disappointment, and failure.</li> <li>● Use decision-making steps to determine responsible actions in emotional situations.</li> <li>● Identify events in life that trigger emotions such as grief, depression, anxiety, guilt, and fear.</li> <li>● Develop respect for the importance of a support system.</li> <li>● Identify resources for help in your community for a variety of problems that might occur in life.</li> <li>● Analyze various situations which trigger different emotions and discover the support system.</li> </ul>	
<p style="text-align: center;"><b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b></p>	
<ul style="list-style-type: none"> <li>● <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Act as a responsible and contributing community member and employee.</li> </ul> <p><b>Activity:</b> Brainstorm ways to self-manage strong emotions (i.e. deep breathing, exercise, etc.) Discuss the following in small groups:</p> <ul style="list-style-type: none"> <li>● Why is it important to be calm when making important decisions?</li> <li>● What are some negative consequences that could take place when you allow your emotions to take over? (Feel free to share hypothetical situations or personal stories)</li> </ul> </li> <li>● <b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>○ <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.</li> </ul> <p><b>Activity:</b> Students will generate a personal list of coping strategies they have used or currently use to manage stress, conflict, disappointment, and failure. They will share and discuss this list with a partner, in a small group, or with the entire class depending on the teacher's preference.</p> </li> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ <b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</li> </ul> <p><b>Activity:</b> Discuss as a class, the possible stressors that could be associated with starting a new business. Talk about the decision-making steps individuals can take to determine responsible actions during these stressful moments.</p> </li> <li>● <b>Computer Science</b> <ul style="list-style-type: none"> <li>○ <b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim.</li> </ul> <p><b>Activity:</b> Research, collect, organize and present data showing the physical and/or emotional health risks associated with stress. Include information about the parts of the brain that are directly impacted by</p> </li> </ul>	

stress and possible healthy strategies for coping and managing. Students will create a short presentation with visuals (i.e. poster, google slides)

#### INTERDISCIPLINARY CONNECTIONS

**RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Activity:** Students will read articles making claims about a stress-related health issue of their choice and share findings with their peers.

### Social and Sexual Health

Pacing: 2-3 lessons

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

#### Core Ideas

#### Performance Expectations

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.  
2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.  
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

Family members impact the development of their children physically, socially and emotionally.

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.  
2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.  
2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

#### Third Grade

#### Enduring Understandings

#### Essential Questions

- Genes make us all unique.

- How do genes affect our uniqueness?

#### Learning Objectives

#### Students will:

- Define the word family and identify different types of families.
- Explain the role of genes in cell growth and development.
- Name three things that make you special and why it is important to respect other's uniqueness

<ul style="list-style-type: none"> <li>• Demonstrate effective ways to say “No!” to those things that threaten your safety.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Act as a responsible and contributing community member and employee. <b>Activity:</b> In small groups, students will compile a list of things that make people special and how individuals can show respect to others.</li> </ul> </li> <li>• <b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>○ <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. <b>Activity:</b> Students will participate in a discussion of why it is important to be a good friend and why it is necessary to have mutual respect.</li> </ul> </li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ <b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations. <b>Activity:</b> Students will discuss the careers that members of their family have chosen and why they chose those careers.</li> </ul> </li> <li>• <b>Computer Science</b> <ul style="list-style-type: none"> <li>○ <b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim. <b>Activity:</b> Students will take a picture of their family and then type a paragraph describing each member and their relationship to the rest of the family.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• <b>Social Studies: 6.1.4.D.18 :</b> Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. <b>Activity:</b> After hearing the book, <i>Families</i> by Shelly Rotner, students will engage in a group discussion about different families. Students will then create a list of similarities/differences with the different families.</li> <li>• <b>RI.MF.3.6.</b> Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <b>Activity:</b> After hearing the book, <i>Do You Sing Twinkle?: A Story About Remarriage and New Family</i> by Sandra Levins, will create a Google Doc about the main idea of the story and how they think the character felt.</li> </ul>	
<b>Fourth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• All people deserve to be treated with respect and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make sure that I treat all people with respect and dignity?</li> </ul>
<b>Learning Objectives</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of at least three ways to treat others with dignity and respect.</li> <li>• Demonstrate at least one way students can work together to promote dignity and respect for all people.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Consider the environmental, social and economic impacts of decisions. <b>Activity:</b> Students will discuss what it means to treat all individuals with dignity and respect under the guidance of the teacher and school counselor. Students will learn about varying perspectives of others through mentor texts and personal stories describing different lived experiences. Students will have</li> </ul> </li> </ul>	

opportunities to discuss and learn about the following terms: harassment, intimidation, and bullying as outlined in the district policy.

- **9.4 Life Literacies and Key Skills**

- **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

**Activity:** Students will work in small groups to investigate a persistent local or global issue, such as climate change. They will learn how to effectively and respectfully work in a group with individuals with diverse perspectives.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.5.CAP.6:** Compare the characteristics of a successful entrepreneur with the traits of successful employees.

**Activity:** Students will brainstorm the traits and qualities of a successful entrepreneur and employee as it relates to working collaboratively with a team of individuals with diverse backgrounds and perspectives. Mentor texts and other visual resources will be used to assist with this discussion. Students will discuss the importance of treating people with respect and dignity within the workplace.

- **Computer Science**

- **8.1.5.NI.2:** Describe physical and digital security measures for protecting sensitive personal information.

**Activity:** The teacher and school counselor will lead a discussion about what it means to be a digital citizen. Students will learn about cyberbullying concerning the district's HIB policy as well as their responsibility as a student in the district.

### INTERDISCIPLINARY CONNECTIONS

- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**Activity:** Create a bulletin board that distinguishes between violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

### Fifth Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</li> <li>● Inclusive schools and communities are accepting of all people and make them feel welcome and included.</li> <li>● There are trusted adults who can assist with questions related to belonging and sex.</li> </ul>	<ul style="list-style-type: none"> <li>● What are gender stereotypes and gender roles?</li> <li>● What are sexual orientation and sexual identity?</li> <li>● What are bullying, teasing, and harassment?</li> <li>● What are ways we can create an inclusive environment at our school?</li> <li>● What are ways we can create an inclusive environment at our school?</li> </ul>

### Learning Objectives

#### Students will:

- Define sexual orientation and sexual identity.
- Describe at least two gender role stereotypes and how they may have an impact on people.
- Identify bullying, teasing, and harassment.
- Identify at least one trusted adult in their lives they can go to with their questions, including parents, grandparents, teachers, coaches, and others.
- Identify that parents or trusted adults at home may be a student's primary sex educator.

### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Work productively in teams while using cultural/global competence.

**Activity:** Brainstorm and generate a list to make the classroom and school a more inclusive place so everyone feels like they belong. Share this list of suggestions with the School Climate Committee to discuss ways to put these suggestions into action.

- **9.4 Life Literacies and Key Skills**

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

**Activity:** Students will discuss what it means to be inclusive under the guidance of the teacher and school counselor. Students will learn about the varying perspectives of others through mentor texts and personal stories describing different lived experiences. Students will have opportunities to discuss and learn about the following terms: harassment, intimidation, and bullying as outlined in the district policy. Discuss what constitutes harassment, intimidation, and bullying. Define the varying roles such as target, aggressor, bystander, and upstander. Discuss ways that empower students to stand up to bullying.

- **9.2 Career Awareness, Exploration, and Preparation**

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

**Activity:** In small groups, discuss the following: Are there certain jobs that are more suitable for men, and are there certain jobs that are more suitable for women? Have a class discussion about the common misconceptions and stereotypes centered around women and men in the workforce. Reference historically accurate text and/or videos to support this discussion.

### INTERDISCIPLINARY CONNECTIONS

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**Activity:** Create an anchor chart identifying the differences between a healthy and unhealthy friendship. Discuss the varying types of relationships adolescents may experience, with the understanding that there are varying types that may look different. Through role playing scenarios, practice using effective conflict resolution strategies to help strengthen friendships and other relationships with support from the school counselor.

## Community Health Services and Support

Pacing: 1-2 lessons

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

### Core Ideas

### Performance Expectations

Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
<b>Third Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Taking care of your community is important for your well-being.</li> </ul>	<ul style="list-style-type: none"> <li>How can drugs affect a community?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Describe your community and the importance of laws in the community.</li> <li>List helpers who keep your community healthy.</li> <li>Analyze what makes up a healthy community.</li> <li>Identify problems caused by pollution.</li> <li>Identify how drugs and violence hurt a community.</li> <li>List different ways people can help prevent violence in the community.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Work productively in teams while using cultural/global competence. <b>Activity:</b> With teacher guidance, students will generate a list of helpers in the community and what they do.</li> </ul> </li> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. <b>Activity:</b> With teacher guidance, students will generate a list of helpers in the community and what they do.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. <b>Activity:</b> Interview the school counselor or nurse, after the interview describe how these careers best support the school communities health and climate.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li><b>L.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <b>Activity:</b> Students will navigate to Brainpop.com and watch the section on communities. Students will then take the quiz and finish any activities associated with the topic.</li> </ul>	
<b>Fourth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Keeping peace and safety in the community is important for community health.</li> </ul>	<ul style="list-style-type: none"> <li>How can individuals impact the community?</li> </ul>

Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Define community and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws.</li> <li>Explain peaceful methods used to resolve conflicts within a community.</li> <li>Analyze scenarios for the use of peaceful conflict resolution methods.</li> <li>Identify examples of different forms of violence and their causes.</li> <li>Explain how you would convince others to solve conflicts peacefully.</li> <li>List ways you can help prevent violence and increase safety in your community.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Plan education and career paths aligned to personal goals. <b>Activity:</b> Interview the school counselor or nurse, after the interview describe how these careers best support the school communities health and climate.</li> </ul> </li> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. <b>Activity:</b> In small groups, students will identify community problems and match them with a resource that can help to solve the problem.</li> </ul> </li> </ul>	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>W.AW.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>Activity:</b> Students will create an argument for how they would convince others to solve conflicts peacefully.</li> </ul>	
Fifth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Understand the importance of First Aid and the role it plays in emergencies and the important resources in the community.</li> </ul>	<ul style="list-style-type: none"> <li>How do we evaluate and employ strategies to limit potential risks and help reduce negative impacts in difficult and unsafe situations?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Define first aid and explain the role it plays in emergencies.</li> <li>Explain the importance of being of service to others in a time of need.</li> <li>List and practice Emergency Response Steps.</li> <li>Explain the methods of handling first aid for a range of common minor emergencies.</li> <li>Identify the roles of public safety groups and how to access each for help.</li> <li>Access your own personal safety support system within the community.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Work productively in teams while using cultural/global competence. <b>Activity:</b> Students will present the components of the public safety system and match the people who contributed to the system.</li> </ul> </li> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. <b>Activity:</b> Students will respond to scenarios as to whether basic first aid is needed and what it would be.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b></li> </ul>	

- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**Activity:** Students will identify public safety groups and what training is needed to hold that position.

- **Computer Science**

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**Activity:** Work with the school nurse to identify which minor emergencies happen most often in school and what first aid if any is required. Display the results collected in a digital display.

### INTERDISCIPLINARY CONNECTIONS

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Activity:** Students will read articles making claims about a health issue of their choice and share findings with their peers.

## Nutrition

Pacing: 1-2 lessons

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Core Ideas	Performance Expectations
Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, and vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>

### Third Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Reading food labels and nutrient content creates healthy eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we use nutrient labels to promote good health?</li> </ul>

### Learning Objectives

Students will:

- Explain how the body uses nutrients to nourish cells by describing the process of digestion.
- Describe ways of respecting the body through proper nutrition.
- State the principles and reasons for MyPlate.
- Analyze personal eating habits and the influences which affect eating habits.
- Explain the importance of food labels in making healthful selections and read and interpret food labels.
- Classify foods in a variety of ways.

### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Attend to financial well-being.

**Activity:** Students will analyze the cost of a healthy vs less healthy meal prepared at home and purchased prepared.



- **9.4 Life Literacies and Key Skills**

- **9.4.5.Cl.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

**Activity:** Students will pick a food group and list different foods in that group. They will then poll the other students in the class to see which food is most liked.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**Activity:** Students will discuss with a partner what careers deal with wellness and staying healthy.

- **Computer Science**

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**Activity:** Students will create a Google Doc detailing ways that they stay healthy through healthy eating, exercise, and staying germ-free.

### INTERDISCIPLINARY CONNECTIONS

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Activity:** Students will navigate to Brainpop.com and watch the section on body systems. Students will then take the quiz and finish any activities associated with the topic.

- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Activity:** After hearing the book, *Me and My Body* by DK, students will talk in groups about different systems of the body they are affected by healthy foods and exercise. Examples will be explained from the book.

### Fourth Grade

#### Enduring Understandings

- Maintaining a healthy digestive system will help the body work effectively.

#### Essential Questions

- How can maintaining a healthy digestive system affect the body?

### Learning Objectives

#### Students will:

- Explain the digestive system and identify factors that can help or harm the digestive process.
- Explain how the role good nutrition plays in disease prevention by ranking health choices.
- Describe the relationship between calories, energy, and nutrients.
- Identify influences affecting eating patterns.
- Explain factors affecting consumer buying habits.
- Read and interpret information on three different types of product labels.

### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- **Career Ready Practices**

- Plan education and career paths aligned to personal goals.

**Activity:** Students will interview either a School Counselor, PE Teacher, Nurse, or Cafeteria Staff to get a better idea of their career, the schooling involved, and why they chose their profession.

- **9.4 Life Literacies and Key Skills**

- **9.4.5.Cl.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity).

- **Activity:** In small groups brainstorm ways to keep your digestive system healthy through proper eating habits. List foods that specifically help with digestion and good "gut" health.

- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
  - **Activity:** After researching careers in the health and nutrition fields explain why some of these careers require specific training. Students will create a google slide for at least 3 careers in the health and nutrition field.
- **Computer Science**
  - 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
  - Activity:** Students will list various types of technology used in the Health Fields and the ways these technologies have positively impacted personal health and wellbeing.

#### INTERDISCIPLINARY CONNECTIONS

- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- Activity:** Students will read and interpret the nutritional information on two different labels and present which is the healthier choice and why.

#### Fifth Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</li> <li>● Differentiate between healthy choices, personal preferences, and nutritional needs for the body.</li> </ul>	<ul style="list-style-type: none"> <li>● What factors can influence an individual's choices when selecting balanced nutrition and how can we make the right choices?</li> </ul>

#### Learning Objectives

##### Students will:

- Explain the basic nutritional guidelines.
- Write an assessment of your own personal thoughts regarding nutrition.
- Propose alternate menus that meet dietary guidelines.
- Compare and contrast two food groups.
- Explain the nutritional needs of individuals based on age, gender, activity level, and state of health.
- List illnesses associated with food handling.
- Discover if your local grocery store provides a variety of foods that promote choices that are more healthful and meet the needs of varied diets within the community.

#### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  - Consider the environmental, social and economic impacts of decisions.
  - Activity:** Students will describe how environmental factors and social-economic factors impact one's decisions when purchasing food for meals. How would these factors affect one's health?
- **9.4 Life Literacies and Key Skills**
  - **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
  - Activity:** Students will research various reasons how American Diets can negatively impact overall health. In small groups, create three ways to improve one's health through changing diets and personal choices.
- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.5.CAP.8:** Identify risks that individuals and households face.

**Activity:** Students will create Bubble charts depicting the risks of making unhealthy eating choices. How does one's household affect another's eating choices? i.e adults choosing what food to purchase.

#### INTERDISCIPLINARY CONNECTIONS

- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

**Activity:** Students will read teacher-provided articles and summarize the benefits and risks associated with nutritional choices.

### Personal Safety

Pacing: 3-4 lessons

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

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

#### Third Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Practicing safety when at home or away is important.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we practice safety?</li> </ul>

#### Learning Objectives

Students will:

- Define the concept of safety and demonstrate the importance of safety rules.
- Compare and contrast safe and unsafe practices and situations including traveling in motor vehicles.
- Define the concept of risk and identify possible risky situations at home, school, and in the community.
- Explain how to use refusal skills to say "No!"

#### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  - Demonstrate creativity and innovation.

<p><b>Activity:</b> Students will design a poster that compares and contrasts safe and unsafe behavior.</p> <ul style="list-style-type: none"> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ <b>9.2.5.CAP.9:</b> Justify reasons to have insurance.</li> </ul> </li> </ul> <p><b>Activity:</b> The teacher will lead a discussion on the importance of insurance in case of an accident.</p> <ul style="list-style-type: none"> <li>● <b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li>○ <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.</li> </ul> </li> </ul> <p><b>Activity:</b> Students will discuss unsafe behaviors and brainstorm safe alternatives.</p>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● <b>SL.PE.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>Activity:</b> Students will design a poster that compares and contrasts safe and unsafe behavior.</p>	
<b>Fourth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Understanding, taking care of, and protecting your body is an important part of good health.</li> </ul>	<ul style="list-style-type: none"> <li>● How can caring for our bodies impact our health?</li> </ul>
<p><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>● Identify things that can hurt your body.</li> <li>● List three reasons why critical thinking is important in helping us keep our bodies safe.</li> <li>● Identify different feelings and examples of what can trigger those feelings.</li> <li>● Define different kinds of abuse, including sexual harassment.</li> <li>● Show how important you feel it is to use common sense in potentially harmful situations.</li> <li>● Practice taking responsibility for oneself in potentially dangerous situations, including calling for help if unable to handle a situation alone.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li>● <b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>○ Act as a responsible and contributing community member and employee.</li> </ul> </li> </ul> <p><b>Activity:</b> Students will review Digital Citizenship and how to safely communicate.</p> <ul style="list-style-type: none"> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>● <b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.</li> </ul> </li> </ul> <p><b>Activity:</b> Identify the first aid skills/training needed for choking, bleeding, and poisoning.</p>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● <b>SL.II.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</li> </ul> <p><b>Activity:</b> Students will read articles making claims about a health issue of their choice and share findings with their peers.</p>	
<b>Fifth Grade</b>	
<b>NA</b>	

## Health Conditions, Diseases and Medicines

Pacing: 2-3 lessons

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Core Ideas	Performance Expectations
There are actions that individuals can take to help prevent diseases and stay healthy.	<p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</p>

### Third Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Knowing what to do to help your body fight off sickness can lead to good health.</li> <li>Our bodies can have challenges and impairments.</li> </ul>	<ul style="list-style-type: none"> <li>How does our body fight off infection?</li> <li>How can impairments affect people's lives? How can they be overcome?</li> </ul>

### Learning Objectives Students will:

- Discover how germs spread. List ways that you routinely exercise responsibility in doing everything you can to prevent your germs from spreading to someone else.
- Explain the role of the body's defense system in fighting germs.
- Predict what might happen if you did not have a healthy defense system.
- Identify ways to keep clean and healthy.
- Identify how medicines help to prevent or cure illnesses.
- Compare and contrast the different kinds of body problems, their causes, and their effects.
- Define physical impairment and describe the work done by different health professionals to help people with various kinds of physical impairments.

### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- Career Ready Practices**
  - Act as a responsible and contributing community member and employee.  
**Activity:** In small groups, students will generate a list of actions that someone can take to prevent the spread of disease.
- 9.4 Life Literacies and Key Skills**
  - 9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.  
**Activity: Activity:** In small groups, students will generate a list of actions that someone can take to prevent the spread of disease.
- Computer Science**
  - 8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.  
**Activity:** Students will analyze case number data on Lymes Disease from different states and share conclusions.

INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>RI.CR.3.1.</b> Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.  <b>Activity:</b> Students will read articles making claims about a health issue of their choice and share findings with their peers.</li> </ul>	
Fourth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Strengthening your immune system and the community can impact our overall health.</li> </ul>	<ul style="list-style-type: none"> <li>How can we strengthen our immune system and our health?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Define the immune system and discover how HIV destroys its ability to fight germs.</li> <li>List ways in which HIV is and is not transmitted.</li> <li>Identify positive qualities in yourself and those qualities that you would like to see in your friends.</li> <li>Discover how illness and disease have affected your community.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.  <b>Activity:</b> In small groups, students will generate a list of actions that someone can take to prevent the spread of disease.</li> </ul> </li> </ul>	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>RI.PP.4.5.</b> Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.  <b>Activity:</b> Students will read articles making claims about a health issue of their choice and share findings with their peers.</li> </ul>	
Fifth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>Creating awareness on how different situations can affect emotional health, and in turn, affect your entire wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>How can resilience and coping practices influence our response to everyday challenges and difficult situations?</li> <li>How can we employ self-management skills to recognize and cope with mental, psychological and emotional situations?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Practice positive skills for coping with stress, conflict, disappointment, and failure.</li> <li>Use decision-making steps to determine responsible actions in emotional situations.</li> <li>Identify events in life that trigger emotions such as grief, depression, anxiety, guilt, and fear.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.  <b>Activity:</b> Brainstorm ways to self-manage strong emotions (i.e. deep breathing, exercise, etc.)  Discuss the following in small groups:</li> </ul> </li> </ul>	

- Why is it important to be calm when making important decisions?
- What are some negative consequences that could take place when you allow your emotions to take over? (Feel free to share hypothetical situations or personal stories)
- **9.4 Life Literacies and Key Skills**
  - **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.  
**Activity:** Students will generate a personal list of coping strategies they have used or currently use to manage stress, conflict, disappointment, and failure. They will share and discuss this list with a partner, in a small group, or with the entire class depending on the teacher's preference.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.5.CAP.7:** Identify factors to consider before starting a business.  
**Activity:** Discuss as a class, the possible stressors that could be associated with starting a new business. Talk about the decision-making steps individuals can take to determine responsible actions during these stressful moments.
- **Computer Science**
  - **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.  
**Activity:** Research, collect, organize and present data showing the physical and/or emotional health risks associated with stress. Include information about the parts of the brain that are directly impacted by stress and possible healthy strategies for coping and managing. Students will create a short presentation with visuals (i.e. poster, google slides)

#### INTERDISCIPLINARY CONNECTIONS

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **Activity:** Students will read articles making claims about a stress-related health issue of their choice and share findings with their peers.

### Alcohol, Tobacco, and other Drugs

Pacing: 2-3 lessons

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Core Ideas	Performance Expectations
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

**Third Grade**

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Drugs can have serious consequences.</li> </ul>	<ul style="list-style-type: none"> <li>How can drugs affect us?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs.</li> <li>Explain why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs.</li> <li>Predict the consequences of giving in to pressure to smoke, drink, or do drugs.</li> <li>Restate in your own words laws having to do with smoking, drinking, and drugs and the value of the rules/laws.</li> <li>Define the word addiction and explain what it means to be addicted to drugs and how it can happen and describe how addictions can interfere with your values</li> <li>Explain short-term and long-term goals. Define patience, persistence, and commitment, and show how they help you reach a goal.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems.  <b>Activity:</b> Students will create a Google Doc listing what tobacco use can do to your body and how it can affect your life.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.  <b>Activity:</b> Students will participate in a discussion with the district abuse counselor about drug abuse and why the counselor chose a career to help educate students.</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim.  <b>Activity:</b> Students will search the Internet to find information about the dangers of drug abuse and how it can affect the body and life.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li><b>SL.AS.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <b>Activity:</b> After hearing the book, My Big Sister Takes Drugs by Judith Vigna, students will participate in a discussion about the problems the main character faced watching his sister abuse drugs.</li> <li><b>W.WP.3.4.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>Activity:</b> Students will write a descriptive paragraph about how difficult it would be to live with someone who abused drugs and how it would make them feel.</li> </ul>	
<b>Fourth Grade</b>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Smoking can cause many negative health issues.</li> </ul>	<ul style="list-style-type: none"> <li>How does smoking negatively affect the body?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body.</li> <li>Explain the physical and psychological effects of addiction to tobacco.</li> <li>Analyze reasons why people start to smoke and find it hard to quit.</li> <li>List people and other things in your life that influence your behavior.</li> </ul>	



<ul style="list-style-type: none"> <li>Describe the effects of smoking, including “secondhand smoke,” on a community.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). <b>Activity:</b> Working in a small group setting students will brainstorm different Refusal Skills to avoid risk behaviors concerning drugs, alcohol, and tobacco.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. <b>Activity:</b> Students will research and create a PowerPoint/ Google Slide presentation describing skills, training, and certifications of various careers involving drugs, alcohol, and tobacco. Examples of such careers include: Doctors, Counselors, Psychiatrists, and Psychologists.</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li><b>Activity:</b> Students will create a digital ad against drugs and the effects drugs have on a person's life.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li><b>W.RW.4.7.</b> Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. <b>Activity:</b> Students will research the short and long-term effects of drug use and present in a t-chart.</li> <li><b>SL.PI.4.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>Activity:</b> Students will look at teacher-provided magazine and television advertisements for alcohol and promos from the health and drug admin to compare the message delivered.</li> </ul>	
<b>Fifth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>There are many ways one can develop the brain.</li> <li>The central nervous system is vital to the rest of the body systems.</li> <li>The use of alcohol, tobacco, and drugs may affect the user's brain and central nervous system.</li> </ul>	<ul style="list-style-type: none"> <li>What are the parts of the central nervous system?</li> <li>How does the central nervous system work?</li> <li>Why is it so important to keep our brain and central nervous system safe?</li> <li>What short term and long-term effects of substance abuse?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Describe the structure and different functions of the brain.</li> <li>Name the different parts of the central nervous system and explain how they work.</li> <li>Compare and contrast reflex and conscious actions.</li> <li>Explain the effects of drugs on the brain.</li> <li>Explore the issue of how doing drugs affects personal values, such as personal responsibility, respect for self and others, honesty, and accountability.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> <ul style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> </ul> </li> </ul>	

**Activity:** Students will create and perform a short skit demonstrating “Refusal Skills” in relationship to Drugs and Alcohol.

- **9.4 Life Literacies and Key Skills**

- **9.2.8.B.3:** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Activity:** Students will work in groups to create a shared Google Slide Document describing various career paths one could take to aid in helping those with alcohol, tobacco, and other drug abuse.

- **Computer Science**

- **9.4.5.CT.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

**Activity:** Students will use Google Slides to create a slide presentation (using information researched beforehand) of careers involved with helping those with substance abuse.

### INTERDISCIPLINARY CONNECTIONS

- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

**Activity:** Students will read articles that include graphics about the use of tobacco and the correlation to certain diseases.

- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

**Activity:** Students will gather information from credible sources to present the signs and symptoms of substance abuse.

## Dependency, Substances Disorder and Treatment

Pacing: 2-3 lessons

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Core Ideas	Performance Expectations
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist

	individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
<b>Third Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Drugs can have serious consequences.</li> </ul>	<ul style="list-style-type: none"> <li>How can drugs affect us?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs.</li> <li>Explain why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs</li> <li>Predict the consequences of giving in to pressure to smoke, drink, or do drugs.</li> <li>Restate in your own words laws having to do with smoking, drinking, and drugs and the value of the rules/laws</li> <li>Define the word addiction and explain what it means to be addicted to drugs and how it can happen and describe how addictions can interfere with your values</li> <li>Explain short-term and long-term goals.</li> <li>Define patience, persistence, and commitment, and show how they help you reach a goal.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE</b>	
<ul style="list-style-type: none"> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems.  <b>Activity:</b> Students will create a Google Doc listing what tobacco use can do to your body and how it can affect your life.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.  <b>Activity:</b> Students will participate in a discussion with the district abuse counselor about drug abuse and why the counselor chose a career to help educate students</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim.  <b>Activity:</b> Students will search the Internet to find information about the dangers of drug abuse and how it can affect the body and life.</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li><b>SL.AS.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <b>Activity:</b> After hearing the book, My Big Sister Takes Drugs by Judith Vigna, students will participate in a discussion about the problems the main character faced watching his sister abuse drugs.</li> <li><b>W.WP.3.4.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>Activity:</b> Students will write a descriptive paragraph about the difficulties families who live with someone who abused drugs face and how it could make them feel.</li> </ul>	
<b>Fourth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Staying drug-free leads to a healthy and productive life.</li> </ul>	<ul style="list-style-type: none"> <li>How can staying drug-free positively affect our lives?</li> </ul>

Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Identify assets and sources of pressure that lead to drug experimentation.</li> <li>Evaluate the effectiveness of various methods of refusing negative pressures.</li> <li>Identify various drugs, classify them, and explain the effects of each drug.</li> <li>Predict the consequences of using drugs to solve problems.</li> <li>Identify personal, long-term goals and formulate steps to reach them.</li> <li>Identify resources that you can trust in the community that can help with drug problems in the family.</li> </ul>	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> <li><b>9.4 Life Literacies and Key Skills</b> <ul style="list-style-type: none"> <li><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity). <b>Activity:</b> Working in a small group setting students will brainstorm different Refusal Skills in order to avoid risky behaviors concerning drugs, alcohol, and tobacco.</li> </ul> </li> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. <b>Activity:</b> Students will research and create a PowerPoint/ Google Slide presentation describing skills, training, and certifications of various careers involving drugs, alcohol, and tobacco. Examples of such careers include Doctors, Counselors, Psychiatrists, and Phycologists.</li> </ul> </li> <li><b>Computer Science</b> <ul style="list-style-type: none"> <li><b>8.1.5.DA.1:</b> Collect, organize, and display data in order to highlight relationships or support a claim. <b>Activity:</b> Students will create a digital ad against drugs and the effects drugs have on a person's life.</li> </ul> </li> </ul>	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>W.RW.4.7.</b> Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. <b>Activity:</b> Students will research the short and long-term effects of drug use and present in a t-chart.</li> <li><b>SL.II.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). <b>Activity:</b> Students will look at teacher-provided magazine and television advertisements for alcohol and promos from the health and drug admin to compare the message delivered. <b>Activity:</b> Students will create an argument for what health situations require the help of others and which should be made with the help of others.</li> </ul>	
Fifth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>How does the use of alcohol, tobacco, and drugs affect the user, family, and community?</li> <li>What short term and long-term effects of substance abuse?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Identify unhealthy side effects of alcohol, tobacco, and drugs.</li> <li>Describe side effects of alcohol, tobacco, and drugs.</li> </ul>	

- Describe addiction/substance abuse behaviors/signs and ways/places to seek assistance.
- Demonstrate appropriate refusal skills.

#### CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  - Consider the environmental, social and economic impacts of decisions.  
**Activity:** Students will identify and list the unhealthy side effects of alcohol, tobacco, and drugs and how they impact families and individuals.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.  
**Activity:** The teacher will lead a discussion on what expertise a substance abuse counselor might require.
- **Computer Science**
  - **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.  
**Activity:** Students will create a digital ad against drugs and effects drugs have on a person's life.

#### INTERDISCIPLINARY CONNECTIONS

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.  
**Activity:** Students will read articles that include graphics about the use of tobacco and the correlation to certain diseases.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.  
**Activity:** Students will gather information from credible sources to present the signs and symptoms of substance abuse.

#### State Statutes

[Visit this document \(starting on page20\) for more information.](#)

- Mental Health (N.J.S.A. 18A:35-4.39)
- Sexting (N.J.S.A. 18A:35-4.33)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)
- Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Suicide Prevention (N.J.S.A. 18A: 6-111)
- LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
- Consent (N.J.S.A. 18A:35)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Time devoted to course in Health, Safety and Physical Education
- Amistad Law N.J.S.A. 18A 52:16A-88
- Holocaust Law (N.J.S.A. 18A:35-28)