

# Readington Township Public Schools

## K-5 Health

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# Readington Township Public Schools

[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

## I. OVERVIEW:

The Readington Township School District supports an organized, sequential health education curriculum providing students with the information and skills they need to become health literate in order to maintain and improve health, prevent disease, and reduce health-related risk behaviors. The purpose of our health program is to assist students in developing and demonstrating increasingly sophisticated health related knowledge, attitudes, life skills, and practices. It is essential that students gain knowledge of human growth and development while understanding the principles and practices that constitute physical and mental well being. The district will provide students with health instruction that allows them to master developmentally appropriate skills and concepts.

## II. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

**Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

Strand A. Personal Growth and Development

Strand B. Nutrition

Strand C. Diseases and Health Conditions

Strand D. Safety

Strand E. Social and Emotional Health

**Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

Strand A. Interpersonal Communication

Strand B. Decision-Making and Goal Setting

Strand C. Character Development

Strand D. Advocacy and Service

Strand E. Health Services and Information

**Standard 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

Strand A. Medicines

Strand B. Alcohol, Tobacco, and Other Drugs

Strand C. Dependency/Addiction and Treatment

**Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

Strand A. Relationships

Strand B. Sexuality

Strand C. Pregnancy and Parenting

## III. STRATEGIES

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

- Group presentations

## V. ACCOMMODATIONS

- [Accommodations and Modification Addendum](#)

## VI. ASSESSMENTS

- Formative assessments
  - Classroom Discussion
  - Anecdotal Notes from teacher observation
  - Cooperative Learning Groups
  - Exit Slips
  - Open Ended Questions
  - Checklists
  - Teacher Observation
  - Running Records
- Summative assessments
  - Unit Tests
  - Quizzes
- Benchmark assessments
  - Notebook check with rubric
  - end of unit presentation with rubric
- Alternative assessments
  - Presentations
  - Performance Assessments
  - Role Play

## VII. REQUIRED RESOURCES

- [Kids.gov-Health and Safety](#)
- [KidsHealth.org](#)
- [USDA Food and Nutrition Service](#)
- [NEWSELA-Health and Fitness](#)
- The Great Body Shop

### Supplemental Materials:

- Weekly Reader
- Scholastic News
- Brain Pop
- You Tube Videos

## VIII. ENDURING UNDERSTANDINGS:

### Unit 1: Wellness

#### Students will understand ....

- Their basic needs, how to express their wants, needs and emotions.

- That they are responsible for their own bodies.
- The daily routines of body care.
- The need for personal hygiene products.
- About their private parts and appropriate touch.
- Reporting and refusal skills.
- That physical activity is an essential part of everyday life.
- There are rules to safe play.
- What foods they need to keep their bodies healthy.
- How diseases are spread and ways to prevent the spread of disease.
- How to resist unhealthy influences.
- How choices may affect future chronic health conditions.
- How their body will change over time.

## **Unit 2: Alcohol, tobacco, and other Drugs**

### **Students will understand ....**

- The difference between helpful and harmful substances.
- How medicine and drugs affect their body.
- Basic rules for taking medicine.
- Common uses for medicines.
- The difference between over-the counter and prescription medicines.
- The importance of safe medication use.
- The difference between helpful and harmful drugs.
- How tobacco affects their body and the environment.
- How alcohol affects their body.
- The definition of addiction.
- That certain drugs and alcohol are illegal under certain ages.
- They will understand the long and short term, physical and emotional effects of drugs and alcohol intake.
- They will understand the signs of addiction.
- The physical effects of alcohol and drug use and abuse.
- The short and long term behavioral effects of alcohol and drug abuse.
- They will understand how to support a drug free lifestyle.
- The media, peer and adult influence on their decisions.

## **Unit 3: Family Life**

### **Students will understand ....**

- Strategies for effective communication.
- Steps to making health decisions.
- Outside influence on their health decision.
- Group problem solving strategies.
- How to demonstrate respect for varying ideas and opinions.
- Ways in which they can contribute to their community.
- When to seek help and who to go to when help is needed.
- That families have values.
- That families have sets of rules.
- That families show love and emotional support in different ways
- That not all families are perfect.
- The circumstances that can affect healthy relationships in families.

## **Unit 4: Community Health Skills**

### **Students will understand ....**

- What is friendship?
- The changes I experience will necessitate a change in my hygiene routine.

- The endocrine system relating to puberty.
- Puberty does not occur at the same age for everyone.
- The physical attributes of males and females.
- They will understand gender stereotypes and invalidity of them.
- There are various sources for health information.
- Community helpers and healthcare workers contribute to personal and community wellness.
- Values impact their choices.
- How to make effective decisions concerning health and safety.
- How personal ethics influence decision making?
- How to choose good role models?
- How can emotions affect conflict resolution?
- How do external influences affect the way you interact with others?
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Decisions can influence personal and family health.
- There is a process to effective decision making.

## **IX. ESSENTIAL QUESTIONS:**

### **Unit 1: Wellness**

- What are my basic needs?
- What should I do everyday to keep my body safe & healthy?
- How do I know when I am sick?
- What should I eat to keep my body healthy?
- How does my body function as a system?
- As I change, how do I make healthy decisions?
- What are some different ways I can express myself?
- How can I respond to how others are feeling?

### **Unit 2: Alcohol, tobacco, and other Drugs**

- What are the different kinds of medicines?
- What is a drug?
- How do drugs affect my body?
- What is dependency?
- What are the short and long term effects of drugs and alcohol?
- Why are some drugs illegal?
- How can I tell if someone is having a problem with drugs and alcohol?
- How does the media influence people's decision to use drugs and alcohol?
- What is the difference between illegal drugs and medicines?
- How do I know what medicine is safe and effective to take?
- Who could I take medicine from?
- What substances are bad for my body?
- What is the difference between over the counter and prescription medication?
- What are the rules of taking medicine responsibly?
- What are some reasons that I would take medicine?
- How do drug and alcohol use and abuse affect my body?
- How do drug and alcohol use and abuse affect me and my family emotionally?
- How can family and friends support a drug free lifestyle?

### **Unit 3: Family Life**

- How do I communicate my healthcare needs?

- What do I look for in a good healthcare provider?
- What healthcare issues does our community face?
- What are my personal healthcare goals?
- What are the different types of families?
- How do these families differ?
- What are the rules in my family?
- What are my family values?
- What makes a family healthy?
- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

#### **Unit 4: Community Health Skills**

- How are boys and girls different?
- How to identify a good healthcare service.
- Their personal goals and steps to meet them.
- Core character traits and ethical values they need to meet their goals.
- A position on a healthcare issue.
- Where can I find healthcare information?
- What do I value?
- How can you make smart decisions in unsafe situations?
- What is considered good character and how does our character develop over time?
- How can we get along with others?
- How are families different in today's society?
- Describe some healthy ways of dealing with stress.
- Identify ways of keeping safe at home, school or in the community.
- How can knowing prevention save your life?
- How can we cope with being angry?

### **X. PACING AND CONNECTIONS:**

#### **KINDERGARTEN-SECOND GRADE**

##### **Unit 1: Wellness ( 4 days)**

- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Health-enhancing behaviors contribute to wellness.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Developing self-help skills and personal hygiene skills promotes healthy habits.

##### **Kindergarten**

- 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

- 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP1.** Act as a responsible and contributing citizen and employee.  
**CRP3.** Attend to personal health and financial well-being.  
**Activity:** Students will create posters to remind others to wash their hands, brush their teeth, and eat healthy foods.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  
**Activity:** Students will interview school health professionals to gain knowledge in various wellness professions.
- **Technology**
  - **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.  
**Activity:** Students will create slides to compare and contrast food groups.
- **Interdisciplinary Connections**
  - **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  
**Activity:** Students will create two columns of fruits/vegetables and sort food into the appropriate groups. They will then count how many vegetables and how many fruits they sorted.
  - **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
**Activity:** Students will draw and label healthy foods they like to eat. They will then write a few sentences about the benefits of eating healthy food.
  - **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment  
**Activity:** Students will participate in a discussion about the benefits of growing your own food at home. Also, what could happen if we couldn't grow food and what would that do to our society?

### **First**

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.B.1 Explain why some foods are healthier to eat than others.

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP1.** Act as a responsible and contributing citizen and employee.  
**CRP3.** Attend to personal health and financial well-being.  
**Activity:** Students will create posters that provide examples of how to prevent and spread disease. Examples- how to wash your hands.

- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  
**Activity:** Students will interview school health professionals to gain knowledge in various wellness professions.
- **Technology**
  - **8.1.2.A.2** Create a document using a word processing application.  
**Activity:** Students will create a Word or Google document that sorts healthy and unhealthy food choices.
- **Interdisciplinary Connections**
  - **RL.1.3** Describe characters, settings, and major events in a story, using key details.  
**Activity:** After listening to the story, *Iris Has a Virus* by Arlene Alda, students will engage in a discussion with the class about the main concepts highlighted in the book.
  - **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**Activity:** Working in groups, students will make a list of different things in school that can have germs on them and what you should do after touching them.

## Second

- 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness
- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.
- 2.1.2.B.3 Summarize information about food found on product labels.

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP3:** Attend to personal health and financial well-being.  
**Activity:** Students will create a bulletin board showing how foods on MyPlate differ in nutritional value.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.  
**Activity:** After listening to the book, *When I Grow Up* by Al Yankovic, students will work in pairs discussing different careers and what each job entails.
- **Technology**
  - **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue  
**Activity:** Students will create a word or google doc sorting various professions and schooling needed for the profession.
- **Interdisciplinary Connections**
  - **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.  
**Activity:** Students will write a persuasive paragraph concerning wellness.



- **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **Activity:** The teacher will offer a variety of literature such as “How Are You Feeling?” and discuss various emotions.

### **Unit 2: Alcohol, tobacco, and other Drugs ( 4 days)**

- Effective decision-making skills foster healthier lifestyle choices
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

### **Kindergarten**

- 2.2.2.B.1 Explain what a decision is and why it’s advantageous to think before acting.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP1:** Act as a responsible and contributing citizen and employee.  
**Activity:** Students will watch the YouTube Video “Decisions, Decision, Decision, <https://www.youtube.com/watch?v=WmWO3E1kJT4> as a group of students will answer discussion questions (provided by the teacher) and participate in class discussion.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  
**Activity:** Interview your parents/Grandparents/or someone who takes care of you. Ask them the different types of decisions they make on a daily basis. How do they come to their conclusions? How do they know they are making the right decisions? Have they ever made a poor decision? How did they fix it?
- **Technology**
  - **8.1.2.A.4:** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  
**Activity:** Students will navigate to brainpop.com to watch the video, “ethics”, complete quiz, and play games related to the unit.
- **Interdisciplinary Connections**
  - **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.  
**Activity:** The educator will start a discussion with the students about what decisions are and why sometimes it is difficult to make them.

- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**Activity:** After hearing the story, *A Thousand Billion Things (and some sheep)* by Loic Clement, students will draw a picture describing a decision they needed to make.

### First

- 2.2.2.B.2 Relate decision-making by self and others to one’s health.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.
- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2 Explain why medicines should be administered as directed.
- 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CPR3:** Attend to personal health and financial well-being

**Activity:** Students will watch Brain Pop video and complete the quiz at the end of the video. Students will also participate in class discussion “Good Drugs vs Bad Drugs”

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

- **9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**Activity:** Students will create Word or Google documents describing the differences between a Doctor and a Pharmacist and how medicine is given to patients.

- **Technology**

- **8.1.2.A.2:** Create a document using a word processing application

**Activity:** Students will create a Google Doc listing hard and easy decisions to make.

- **8.1.2.A.4:** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Activity:** Students will navigate brain pop, watch the video and complete the quiz. Students will also create a word document describing the differences between Doctors and Pharmacists. On the computer they can create their “Do not consume” poster.

- **Interdisciplinary Connections**

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Activity:** Students can discuss how medicine affects their body.

- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Activity:** Discuss how medicine is used all over the world. Some cultures use “alternative” ways of healing instead of medicine such as tea, acupuncture or relaxation.

### Second

- 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.3.2.B.1 Identify ways that drugs can be abused.
- 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.B.4 Identify products that contain alcohol.
- 2.3.2.B.5 List substances that should never be inhaled and explain why.

- 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CPR3:** Attend to personal health and financial well-being  
**Activity:** Students will watch Brain Pop Video “Legal vs Illegal Drugs and complete the quiz at the end of the unit and participate in class discussion.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  
**Activity:** Create a list of positive and negative effects of legal and illegal drugs will have on your future and your career.
- **Technology**
  - **8.1.2.A.2** Create a document using a word processing application.  
**Activity:** Create a document of positive and negative effects drugs have on your future and your career. Students will use various tools on Microsoft Word to add pictures, colors, borders, and the font. Students can work collaboratively showing each other how to use the tools.
- **Interdisciplinary Connections**
  - **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
**Activity:** After the reading on the dangers of tobacco use students will meet in groups and discuss all of the negative problems tobacco use can cause to your body.
  - **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.  
**Activity:** Students will write down all of the negative things that can happen to your body by using tobacco products.

### **Unit 3: Family Life ( 4 days)**

- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
- The health of the birth mother impacts the development of the fetus.

### **Kindergarten**

- 2.2.2.B.1 Identify decisions we make as families.
- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP1.** Act as a responsible and contributing citizen and employee.  
**CRP4.** Communicate clearly and effectively and with reason.  
**Activity:** After a class discussion of the different types of families, students will draw their family members and label who each member is.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.2:** Identify various life roles and civic and work-related activities in the school, home, and community.

**Activity:** Students will add to their poster the family roles of each member.

- **Technology**

- **8.1.P.A.4:** Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

**Activity:** Students will create a digital collage of their family and its members. Students will explain what technology they used to create the collage.

- **Interdisciplinary Connections**

- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Activity:** After listening to the book, *Families* by Shelley Rotner and Sheila M. Kelly, the class will discuss different families. Students are encouraged to ask clarifying questions.

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.

**Activity:** During discussions and when the instructor reads information, students are encouraged to ask definitions about any words they do not understand.

### **First**

- 2.2.2.B.1 Identify decisions we make as families.
- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP6:** Demonstrate creativity and innovation.

**Activity:** Students will create a storybook of their family and draw the roles each member plays within the family story.

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

- **9.2.4.A.2:** Identify various life roles and civic and work-related activities in the school, home, and community.

**Activity:** Students will interview family members about their careers and how they affect the community. Students will then share their stories with classmates in a small group setting.

- **Technology**

- **8.1.2.A.4:** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Activity:** Students will watch the read aloud "Spoon" on YouTube. Students will discuss in groups the various roles each utensil plays in the family and how that relates to our personal families.

- **InterdisciplinaryConnections**

- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Activity:** Students will create a collaborative poster in a small group setting describing their families and what traditions they honor.

- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.

**Activity:** After hearing the book, *Your Family Is My Family* by Lisa Bullard, students will detail, through a class discussion, the different types of family compositions highlighted in the story.

### **Second**

- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.3 Determine the factors that contribute to healthy relationships.
- 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
- 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

## 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
  - **CRP6:** Demonstrate creativity and innovation.  
**Activity:** Students will create an “All About My Family” poster highlighting the different roles each member of their family has and describing their uniqueness.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  
**Activity:** After looking at the book “Families” by Ann Moris students will complete the Family Differences Worksheet.
- **Technology**
  - **8.1.2.A.4:** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  
**Activity:** Students will add digital pictures and information to their “All About Me” posters.
- **InterdisciplinaryConnections**
  - **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Activity:** After listening to the book, *The Family Book* by Todd Parr, students will work in groups discussing and listing different types of families and their characteristics.
  - **6.1.4.C.10:** Explain the role of money, savings, debt, and investment in individuals' lives.  
**Activity:** Students will work with a partner to list why money is necessary to families and the things that have to be paid for in everyday life using money.

## Unit 4: Community Health Skills ( 4 days)

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health. Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective decision-making skills foster healthier lifestyle choices
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

## Kindergarten

- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

- 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4 Know how to dial 911 for help.
- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.

## 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**

- **CRP1:** Act as a responsible and contributing citizen and employee.

**Activity:** After listening to the story, *Carl the Complainer* by Michelle Knudson, students will discuss things they can do to help fix problems they see.

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

- **9.2.4.A.2:** Identify various life roles and civic and work-related activities in the school, home, and community.

**Activity:** After hearing the story, *If I Ran For President* by Catherine Stier, students will discuss the positives and negatives of being the President of the United States.

- **Technology**

- **8.1.P.E.1:** Use the Internet to explore and investigate questions with a teacher's support.

**Activity:** Students will look on the Internet to find different warning signs they would see around the school and be able to explain what they mean.

- **Interdisciplinary Connections**

- **6.1.4.C.9:** Compare and contrast how the availability of resources affects people across the world differently.

**Activity:** After hearing the story, *The Water Princess* by Susan Verde, students will discuss the importance of having clean water and what would happen if it was not available.

- **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Activity:** Students will draw a picture highlighting different reasons why water would not be clean. What types of things would cause water to get polluted?

## First

- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

## 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**

- **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**Activity:** After hearing the story, *What Can a Citizen Do?* by Dave Eggers, students will discuss why it is important to be a good citizen and how they can help society.

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

- **9.2.4.A.2:** Identify various life roles and civic and work-related activities in the school, home, and community

**Activity:** Students will talk in groups about various jobs and the decisions that someone in that job would have to make. Groups will then share the information to be listed on the board by the educator.

- **Technology**

- **8.1.P.C.1:** Collaborate with peers by participating in interactive digital games or activities

**Activity:** Students will work in pairs copying and pasting pictures from the Internet showing different careers that help make the world a better place.

- **Interdisciplinary Connections**

- **RL.1.1:** Ask and answer questions about key details in a text

**Activity:** After hearing the story, *Never talk to strangers* by Irma Joyce, students will engage in a discussion about information they heard in the book and why it is important.

- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Activity:** After listening to the story, *Howie Helps Himself* by Joan Fassler, students will discuss the importance of including everyone and how disabilities do not always limit someone from doing activities.

## **Second**

- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.2 Relate decision-making by self and others to one's health.
- 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP11:** Use technology to enhance productivity.

**Activity:** Students will search the Internet and copy/paste pictures of stress-relieving activities.

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

- **9.2.4.A.3:** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**Activity:** After listening to the story, *Don't Call Me Special: A First Look at Disability* by Pat Thomas, students will discuss how disabilities don't have to stop people from achieving their goals.

- **Technology**

- **8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.

**Activity:** Students will look on the Internet for ways to stay safe when playing outside in school and at home.

- **Interdisciplinary Connections**

- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Activity:** After hearing the story, *Don't Call Me Special: A First Look at Disability* by Pat Thomas, students will engage in a class discussion about disabilities and why students don't want to be singled out because they have a disability. How would they feel if it was them?

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**Activity:** Students will work in groups listing how being "stressed out" makes them feel, what are the characteristics of stress, and ways they "destress".

## **PACING AND INTERDISCIPLINARY CONNECTIONS: THIRD-FIFTH GRADE**

### **Unit 1: Wellness (4 Days)**

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Eating patterns are influenced by a variety of factors.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- The early detection and treatment of diseases and health conditions impact one's health.

### **Third**

- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
- 2.1.4.C.1 Explain how most diseases and health conditions are preventable.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP7:** Employ valid and reliable research strategies.

**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**

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

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



- **Technology**
  - **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.  
**Activity:** Students will create a Google Doc detailing ways that they stay healthy through healthy eating, exercise, and staying germ free.
- **Interdisciplinary Connections**
  - **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**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.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**

- 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4 Interpret food product labels based on nutritional content.
- 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP10:** Plan education and career paths aligned to personal goals.  
**Activity:** Students will interview either School Counselor, PE Teacher, Nurse, or Cafeteria Staff in order to get a better idea of their career, the schooling involved, and why they chose their profession.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
  - **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Activity:** Students will create a word or google document using a writing prompt students will develop a paragraph about what they learned during their interview with their school staff member.

○ **Technology**

- **8.1.5.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**Activity:** Students will create a slide show presentation of their interviewed staff members. Information to be included in the instructions.

● **InterdisciplinaryConnections**

- **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Activity:** Students will read and interpret the nutritional information on two different labels and present which is the healthier choice and why.

**Fifth**

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

**21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

○ **Career Ready Practices**

- **CRP7.** Employ valid and reliable research strategies.

**Activity:** Students will choose a Health, Nutritional, or Fitness Career to research. Students will complete a research worksheet to begin their project.

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

- **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**Activity:** Students will complete a research document based on the Health, Nutritional, or Fitness Career they have chosen.

○ **Technology**

- **8.1.5.A.2:** Create a document using a word processing application.

**Activity:** Students will create a google or word document in order to complete a research paper based on a Health, Nutritional, or Fitness Career.

○ **InterdisciplinaryConnections**

- **RL.4.1:** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

**Unit 2: Alcohol, tobacco, and other Drugs ( 4 days)**

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Use of drugs in unsafe ways is dangerous and harmful.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.

**Third**

- 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

**21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

● **Career Ready Practices**

- **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**Activity:** Students will create a Google Doc listing what tobacco use can do to your body and how it can affect your life.

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

- **9.2.4.A.2:** Identify various life roles and civic and work-related activities in the school, home, and community.

**Activity:** Students will participate in a discussion with the district abuse counselor about drug abuse and why the counselor chose a career helping educate students.

● **Technology**

- **8.1.8.E.1:** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**Activity:** Students will search the Internet to find information about the dangers of drug abuse and how it can affect the body and life.

● **InterdisciplinaryConnections**

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

**Activity:** 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.

- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Activity:** 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.

#### **Fourth**

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

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CPR9:** Model integrity, ethical leadership and effective management.

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

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

- **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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

**Activity:** Students will create awareness posters describing those school professionals who can help with drug, alcohol, and tobacco use and abuse.

- **Technology**

- **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**Activity:** Students will create a digital ad against drugs and effects drugs have on a person's life.

- **Interdisciplinary Connections**

- **W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Activity:** Students will research the short and long term effects of drug use and present in a t-chart.

- **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Activity:** 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.

### **Fifth**

- 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.
- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CPR4:** Communicate clearly and effectively and with reason.

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

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

- **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.

- **Technology**

- **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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

- **InterdisciplinaryConnections**

- **.RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

- **NJSLSA.W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  
**Activity:** Students will gather information from credible sources to present the signs and symptoms of substance abuse.

### **Unit 3: Family Life ( 4 days)**

- The family unit encompasses the diversity of family forms in contemporary society.
- Healthy relationships require a mutual commitment.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- The health of the birth mother impacts the development of the fetus.

### **Third**

- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**
  - **CRP4:** Communicate clearly and effectively and with reason.  
**Activity:** Students will participate in a discussion of the importance of being a good friend and how both people need to respect each other.
- **9.2 Career Awareness, Exploration, and Preparation**
  - **9.2.4.A.1:** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  
**Activity:** Students will discuss the careers that members of their family have chosen and why they chose those careers.
- **Technology**
  - **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  
**Activity:** Students will take a picture of their family and then type a paragraph describing each member.
- **InterdisciplinaryConnections**
  - **6.1.P.D.1:** Describe characteristics of oneself, one's family, and others.  
**Activity:** After hearing the book, Families 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.
  - **W.3.6:** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

**Activity:** After hearing the book, *Do You Sing Twinkle?: A Story About Remarriage and New Family* by Sandra Levins, will create a Google Doc about the main idea of the story and how they think the character felt.

#### **Fourth**

- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.
- 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP4:** Communicate clearly and effectively and with reason.

**Activity:** Students will create a short skit demonstrating the roles that family play within their households. Each group will be given a different “Family Structure” ie Blended Family.

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

- **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 complete a summary of their family structure. What family members have jobs, what jobs they are, how those jobs contribute to the family, and how chores for children can be considered jobs that contribute to the family function.

- **Technology**

- **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**Activity:** Students will utilize online documents for finding research, including but not limited to Google.

- **InterdisciplinaryConnections**

- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity:** Students will produce an age appropriate information flyer noting the physical and emotional changes during puberty.

#### **Fifth**

- 2.4.6.A.1 Compare and contrast how families may change over time.
- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3 Examine the types of relationships adolescents may experience.
- 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 2.4.6.B.1 Compare growth patterns of males and females during adolescence.

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

## 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**

- **CPR7:** Employ valid and reliable research strategies.

**Activity:** Students will interview a family member about their career path. Students will gain knowledge in why they chose this path, what career was chosen, and how this career directly affects the family.

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

- **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 create a digital poster about the person they interviewed. Include education background, degrees awarded, jobs/careers applied.

- **Technology**

- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**Activity:** Create a digital Venn Diagram describing the similarities and differences in males and females during adolescence.

- **InterdisciplinaryConnections**

- **6.1.4.C.6:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**Activity:** Students will compare and contrast employment roles in their families for two generations.

## Unit 4: Community Health Skills (4 days)

- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Social and emotional development impacts all components of wellness.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision-making process.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.



- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Personal core ethical values impact the behavior of oneself and others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Health literacy includes the ability to compare and evaluate health resources.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

### **Third**

- 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help. 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP4:** Communicate clearly and effectively and with reason.

**Activity:** Interview the school counselor or nurse, after the interview describe how these careers best support the school communities health and climate.

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

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

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

- **Technology**

- **8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Activity:** Using Google Docs type two paragraphs describing how commercials can sway one's opinion about products. Describe the tactics used in commercials to catch your attention.

- **Interdisciplinary Connections**

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Activity:** After hearing the book, *When My Worries Get Too Big* by Kari Dunn Buron, students will participate in a class discussion on anxiety and how they feel when they get stressed out.

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Activity:** Students will write a descriptive paragraph detailing a time they were stressed and what they did to “de-stress” themselves.

#### **Fourth**

- 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help. 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning
- 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP4:** Communicate clearly and effectively and with reason.

**Activity:** Interview the school counselor or nurse, after the interview describe how these careers best support the school communities health and climate.

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

- **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:** 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.

- **Technology**

- **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

**Activity:** Create a digital Ad for a health service of your choice. What would you add to the poster to sway one's opinion?

- **InterdisciplinaryConnections**

- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Activity:** Students will create an argument for what health situations require the help of others and which should be made with the help of others.

## **Fifth**

- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

- **Career Ready Practices**

- **CRP4:** Communicate clearly and effectively and with reason.

**Activity:** Students will present the components of the traffic safety system and match the people who contributed to the system.

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

- **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 respond to scenarios as to whether basic first aid is needed and what it would be.

- **Technology**

- **8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**Activity:** Create a digital video on the importance of volunteer work in your community. List and describe a few ways to get involved.

- **InterdisciplinaryConnections**

- **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Content Resources:

NJDOE Model Curriculum

2014 NJSLS for Comprehensive Health and Physical Education