

Comprehensive Health

Grade 4

Unit: Eating for Good Health

Overview: Learning how to make good food choices is an important skill, however there are many factors that students will have to consider. Culture, family, peer and the media all influence students' everyday experiences with food and nutrition. Students also need to consider the consequences of poor food choices on future health and well-being.

Time Frame: One Marking Period

Enduring Understandings:

- Healthy choices and behaviors have a lasting impact on individual and community wellness.
- Food choices and eating habits are developed at an early age and are directly related to one's health.
- It is important to recognize the influences that impact food choices and the availability of healthy options, such as geography, culture, family, peers and the media.
- Making healthy eating choices is an important part of experiencing wellness.

Essential Questions:

- How does making healthy choices impact our own health as well as the health of others?
- How do healthy food choices reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to change people's ability to make healthy choices? Why do some people still engage in risky behaviors despite knowing the possible outcomes?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems</p> <p>2.1.4.C.1 Explain how most diseases and health</p>	<p>Topics</p> <p>Healthy Eating</p> <p>Nutrition</p> <p>Culture, Family, Peer and Media Influences</p>	<p>Students will identify foods they like to eat from magazines. They will cut these out and using the MyPlate poster, identify what category each food falls into. They will create a class collage of foods on</p>	<p>What's MyPlate poster choices. MyPlate.gov</p> <p>Whats My Plate https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf</p>	<p>Formative Assessments:</p> <p>Vocabulary Quiz/Matching</p> <p>Individual brown bag lunch</p> <p>Journal Entry</p> <p>Discussions</p> <p>Benchmark Assessment:</p>

conditions are preventable.

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

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

2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps both systems functioning effectively.

"Fast Food" Culture

Objectives

Students will determine how healthy eating aids in the development of the body and lowers the risk of disease.

Students will differentiate between healthy and unhealthy eating habits.

Students will identify societal and cultural influences that affect food choices.

Students will investigate nutritional content, caloric content, and cost of favorite foods.

Students will assess the roles of families and society in the promotion of healthy lifestyles.

Students will create a healthy meal plan, including information about nutritional value, caloric content, and cost.

bulletin board paper: (NJSLs RI.4.4)

Teacher will discuss how some foods/food choices vary based on culture. (6.1.4.D.13)

Students will share foods from their culture by describing the item/recipe, including ingredients, and pictures (either photos from home or internet). (6.1.4.D.13)

Students will discuss these choices using MyPlate poster to determine if they meet daily guidelines. (NJSLs RI.4.4)

Students will create a healthy lunch for themselves by choosing pictures of appropriate items from

magazines/internet and adding them to their brown bag. On the outside of the bag, students will list the categories represented from MyPlate poster.

Teacher will discuss how unhealthy food habits can lead to disease such as obesity, diabetes, heart disease, etc.

Nutrition, BrainPop <http://www.brainpop.com/health/nutrition/nutrition/>

Fats, Brain Pop <http://www.brainpop.com/health/nutrition/fats/>

How To Read Food Labels, YouTube https://www.youtube.com/watch?v=zt_ko5QvGRc

Food Labels, KidsHelath, or: http://classroom.kidshealth.org/classroom/3to5/personalnutrition/food_labels.pdf

Food and Society articles, NewsELA <https://newsela.com/text-sets/16201/foodsociety>

Obesity and Food articles, NewsELA <https://newsela.com/text-sets/24/americas-expanding-waistline>

Sugar in Soft Drinks, National Institute of Health <https://www.nihbli.nih.gov/health/educational/weccan/downloads/tip-sugar-in-drinks.pdf>

Common Formative Assessment

Summative Assessments: Nutrition Label Chart

Performance Assessment: Students will work in groups will plan meals for a day (breakfast, lunch, dinner and snack) for their family given a specific budget and will have to choose healthy products within that budget using a shopping circular what they learned about and nutritional labels. This will occur over several days.

Healthy Recipe

Writing Prompt: Students will write a journal entry about how they can have a positive influence regarding food choices among friends and family. Prompt: Think about it...how often do your friends or family members eat fast food, or drink soda? Can you influence them to change? How would you do it?

Alternative Assessments:

- Peer Assessment
- Self Assessment

Suggested Text

2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.4.B.3 Determine how family, peers, technology, culture and the media influence thoughts, feelings, health decisions, and behaviors.

Students will read articles about the effects of eating fast foods and soft drinks, and share the main point and key details with peers. (NJSLs RI 4.1)(NJSLs RI 4.2)

Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell
National Geographic Kids Cookbook

Students will engage in a hands-on experiment re: comparing how many teaspoons of sugar are contained in popular soft drinks (see resource). Each group will be given a soft drink and will have to measure out the amount of sugar contained into a baggie. These will be sealed and attached to a dark poster board for students to compare the differences.

Taste of Home Kid-Approved Cookbook, Taste of Home

Students will choose one health problem to research as a group and how a healthy diet can have a positive impact on it. They will post their findings on the school's social media. (NJSLs W 4.7)

Students will search online for TV commercials for junk food and will discuss with peers how the media influences them to make unhealthy food choices. ([https://www.common sense](https://www.common Sense))

media.org/blog/junk-food-ads-tips#) Teacher can ask students questions such as: What are the “tricks?” advertisers use to get us to buy their products (colorful, extreme wording, famous people/kids characters, freebies, etc.)? Why do people buy them even when we know they are unhealthy? Students should go home and examine their cabinets. What tricks have they fallen for, if any? (NJSL SL 4.1)

Students will brainstorm healthy snack options. Teacher will choose one option and have students make the snack in class.

For example,
(http://kidshealth.org/en/kid/s/fruit-kabobs.html?WT.ac=ctg#ca_recipes)

Students will create their own healthy snack recipe. Research time should be provided for students to get ideas as needed. All recipes will be added to class website/newsletter to be shared with families.

Students will review the recipes comparing the amounts represented. For

ex., students will identify that their recipe has 1 cup of granola, compared to 3 oz. of dried fruit.

(4.MD.A.1)

Students will view the Nutritional Label video from Youtube and learn how to read a label. Teacher will provide various packaged snacks to students (cookies, chips, etc.). They will analyze the labels and create a chart with: serving size, amount of sugar, sodium and fat per serving. Students will share their findings with the whole class, with emphasis on comparing measurements. **(4.MD.A.1)**

Students will track their food choices for 1 week using the MyPlate Daily tracker https://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/MyPlateDailyChecklist_1200cals_Age4-8.pdf. Students will identify at least one change they can make by swapping an unhealthy choice for a healthier one.

Food choices – The selection of foods for consumption, which results from the competing, reinforcing and interacting influences of a variety of factors.

Eating habit – The way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when.

Soft drinks – A nonalcoholic drink, especially one that is carbonated.

Obesity – The condition of being grossly fat or overweight.

Diabetes – A disease in which the body's ability to produce or respond to the hormone insulin is impaired, resulting in abnormal metabolisms of carbohydrates and elevated levels of glucose in the blood and urine.

Healthy – In good health.

Calories – A measure of energy in food, specifically the measure of heat needed to raise a kilogram or a gram of water by one degree Celsius.

Meal plan – Foods are divided into six groups: starch, fruit, milk, fat, vegetable, and meat. The plan sets a serving size (amount) for each food, and, within each group, each serving has a similar number of calories, protein, carbohydrate, and fat.

Nutritional value – Defines what a food is made of and its' impact on the body.

Healthy lifestyle – A way of living that lowers the risk of being seriously ill or dying early.

Snacks – A small amount of food eaten between meals.

Integration of 21st Century Standards NJSL S 9:

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

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students can use both English and their native language to label items Peers will work together on research Speak and display terminology and movement Look for children's books in 	<ul style="list-style-type: none"> Lower level text will be provided Students will receive peer support for research Provide concrete examples Utilize modifications & accommodations delineated in the student's IEP 	<ul style="list-style-type: none"> Lower level text will be provided Teachers may modify instructions by modeling what the student is expected to do Instructions may be printed out in large print and hung up 	<ul style="list-style-type: none"> Students will present findings to other classes Students can continue research outside of class Students can be support for peers Curriculum compacting Inquiry-based instruction Independent study

<ul style="list-style-type: none"> ● student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Math:

4.MD.A1. Know relative sizes of measurement units within one system of units including km, m, cm; mm; kg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column

table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

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

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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

Comprehensive Health

Grade 4

Unit: Growing Up Healthy-Human Body, Relationships & Sexuality

Overview: As students grow and change, there are many systems of the body that support them in that growth. The systems of the body are complex and must be understood as having an important role in students' everyday lives. Students will discover the interaction of body systems, the changes that will take place as they grow and develop and the practices needed to keep themselves healthy.

Time Frame: One Marking Period

Enduring Understandings:

- There are different systems in my body that help me move, grow and change.
- The systems of the body must work together to keep me healthy.
- There are practices I can engage in to keep my body healthy.
- Puberty occurs at different times for different individuals.

Essential Questions:

- How do the different systems of the body work together to help me move, grow and change?
- How can exercise help my body to stay healthy?
- How should I make decisions about my health?
- How will I change and grow during puberty?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems. 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an	Topics The Human Body Objectives Students will describe the function of body parts and systems (e.g., digestive, cardiovascular, muscular, skeletal, nervous and	Students will explain the function of each body system and demonstrate the relationship between body systems by drawing them in the "body" (tracing of themselves). (4-LS1-1) They will then each fill out a job application for 1	Organs in the body lesson: https://betterlesson.com/lesson/618161/organs-of-the-human-body?from=cc_lesson The Digestive System, YouTube https://www.youtube.com/watch?v=ZK2ZAIR8BY	Formative Assessments: Vocabulary Quiz/Matching Hands-on Demonstrations Writing Prompts Graphic Organizer

<p>embryo/fetus that grows and develops during pregnancy.</p>	<p>reproductive system)</p>	<p>organ. They will have to explain the organ's job description (main function) using appropriate vocabulary, experience (examples of ways it impacts a human's daily activities-1 help people breathe when they exercise, etc.) and references (all the body systems that it works with). This should include illustrations as well. (4-LS1-1) (NJSLs W 4.10)(NJSLs RI 4.4)</p>	<p>The Nervous System, YouTube: https://www.youtube.com/watch?v=RIUPCnL_SjIY&list=PL3A523D119D8F03F8</p>	<p>Benchmark Assessment: Common Formative Assessment</p>
<p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Students will explain that the reproductive system functions to develop an embryo during pregnancy.</p>	<p>Students will identify how body parts and systems interact to allow movement and growth and to support wellness.</p>	<p>How Does the Heart Work?, YouTube: https://www.youtube.com/watch?v=huzs3O4-CGc</p>	<p>Summative Assessments: Activity Diary and Reflection</p>
<p>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.</p>	<p>Students will identify how body parts and systems interact to allow movement and growth and to support wellness.</p>	<p>Students will define wellness practices that enhance physical health.</p>	<p>The Circulatory System, YouTube https://www.youtube.com/watch?v=MG6ILGINTvw</p>	<p>Students will work in groups to create a class circuit workout. Each group will design a station that involves at least 2 body systems.</p>
<p>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.</p>	<p>Students will relate exercise to the maintenance of good health.</p>	<p>Students will compare and contrast (using an online graphic organizer) typical practices that will enhance or decrease physical health, that they may engage in (i.e. walking/biking instead of driving in a car, playing outside, limiting screen time).</p>	<p>The Respiratory System, YouTube https://www.youtube.com/watch?v=MG6ILGINTvw</p>	<p>They will create signs for their station that identify which body systems are being used. Students' signs will also describe how this station enhances wellness for the participant. After teacher approval, students will get to experience the stations.</p>
<p>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>	<p>Students will identify puberty as a time of many changes (physical, emotional and social) that varies by the individual.</p>	<p>Students will choose 1 change to make to increase their daily activity. They will develop a plan to make this change and should track it for 3 weeks (long enough to create a habit). At the end of the three weeks, students will write a reflection about the</p>	<p>The Reproductive System, YouTube https://www.youtube.com/watch?v=CqmW9CL80q0</p>	<p>Alternative Assessments: Journal Prompts</p>
<p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost</p>	<p>Students will define pregnancy as an important time for wellness practices.</p>	<p>Students will increase their daily activity. They will develop a plan to make this change and should track it for 3 weeks (long enough to create a habit). At the end of the three weeks, students will write a reflection about the</p>	<p>Activity Diary, HealthyKids https://www.healthykids.nsw.gov.au/downloads/file/kidstiens/HealthyKidsActivityDiary.pdf</p>	<p>Peer Assessment</p>
<p>2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>Students will define pregnancy as an important time for wellness practices.</p>	<p>Students will increase their daily activity. They will develop a plan to make this change and should track it for 3 weeks (long enough to create a habit). At the end of the three weeks, students will write a reflection about the</p>	<p>Physical Activity Ideas https://letsmove.obamawhitehouse.archives.gov/</p>	<p>Being Active Daily, NFL: http://www.nfl.com/play60 Puberty, KidsHealth.org</p>

change, and how they think it will enhance their wellness. (NJSLs W 4.10)

<http://kidshealth.org/en/kids/growing-up-normal.html?WT.ac=k-ra>

After reading an article, teacher will lead a discussion about puberty being a time when many changes occur, many of which are physical (see kidshealth.org resources). Teacher will ask students what they like in terms of becoming an adolescent. Students should use appropriate domain specific vocabulary. Students can share in a journal response. (NJSLs W 4.10)(NJSLs RI 4.2)(NJSLs RI 4.4)

Puberty, KidsHealth.org
<http://classroom.kidshealth.org/classroom/3to5/personal/growing/puberty.pdf>
Fertilization, How Babies are Made, KidsHealth
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKid.aspx?id=1613&np=289&p=335>

Suggested Text

The Everything Kids Human Body Book, Sherri Amsel

My First Human Body Book, Donald Silver and Patricia Wymne

The Fantastic Elastic Brain, Joann Deak

How Babies are Made by, Allistair Smith

Students will be asked to raise hands if they have older siblings and can identify any of the common changes (growing taller very quickly, facial hair, voice changing, acne, etc.). Students will put questions about these changes on a post-it and teacher will collect in order to guide the discussion.

After hearing a read aloud about the changes in the brain/hormones in puberty, teacher will present social and emotional changes that students may experience during puberty. Teacher will help students brainstorm a list of ways to cope with this time of change, such as reaching out to a close adult, getting extra sleep, eating well, etc. (NJSLs RI 4.1)(NJSLs RI 4.2)

Teacher will introduce the human life cycle as it relates to students prior knowledge on life cycles. Students will be given a handout on how a single cell divides and becomes many cells, that becomes an embryo. Students will illustrate and label, using appropriate domain specific vocabulary, what they learned after the discussion. (4-LS1-1) (NJSLs RI 4.4)

Students will define the time that an embryo grows as pregnancy. They will be asked if they can share any experiences with having younger siblings

born recently. Emphasis is placed on the importance of maintaining healthy practices during pregnancy so the fetus can develop, such as healthy eating, getting enough rest, exercise, etc. (NJSLS SL 4.1)

Topics

Health and Safety Resources and Decision Making

Objectives

Students will identify resources in the community that are a source of help for both physical and mental health related issues.

Students will identify sources of help to solve health issues, in the community and school by creating a class concept map (on bulletin board paper). Be sure to include mental/emotional health and prompt students if they are not sure.

Students will have a visit from the guidance

Students will describe health and fitness careers in the school and community (e.g., nurses, doctors, dentists, etc.).

Students will determine personal responsibility in decision making about health and personal safety issues.

counselor who will share the resources she can offer for emotional wellness. Students will fill out an exit ticket with 3 things they learned, 2 things they might try if they need assistance, and 1 thing they still have a question about.

Students will demonstrate effective communication during health- and safety-related situations.

Students will be provided with age-appropriate scenarios that may require an adults help. Groups of students work together to decide if the student

Mental Health/Happiness, KidsHealth

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2243>

Formative Assessments:

Students will list phone numbers of poison control, emergency services, and family contacts. Students will list an adult they can go to who "will listen".

Discussions

Summative Assessment:

Role Plays

Alternative Assessment:

Journal Prompts

Peer Assessment

Observation of participation

Comprehensive Health

2.2.4.F.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.C.1 Determine how an individual's character develops over time and impacts personal health.

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.1 Use the decision-making process when addressing health-related issues.

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).

should seek out help and who the most appropriate person would be. Students can add to the concept map if needed. **(NJSL SL 4.1)(NJSL SL 4.3)**

Student will engage in a class discussion about personal responsibility and making decisions regarding health issues and personal safety such as emergencies, internet safety, etc. Teacher will demonstrate a step-by-step process for making decisions using a graphic organizer. **(NJSL SL 4.1)**

<http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf>

Students will be given age-appropriate scenarios (personal safety, emotional support, crisis, etc.). Students will practice using the decision-making process to decide if they will seek assistance. Next, students will role play how they might communicate to create a positive outcome. **(NJSL SL 4.1)(NJSL SL 4.3)**

Key Vocabulary:

Digestive System – The system by which ingested food is acted upon by physical or chemical means.
Cardiovascular System – The organs and tissues involved in circulating blood and lymph through the body.
Muscular System – All the muscles of the body collectively, especially voluntary skeletal muscles.
Skeletal System – The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs.
Puberty - The period during which adolescents reach sexual maturity and become capable of reproduction.
Nervous System – The network of nerve cells and fibers that transmit nerve impulses between parts of the body.
Reproductive System – The system of organs and parts which function in reproduction.
Wellness – The state of being in good health, especially as an actively pursued goal.

Integration of 21st Century Standards NJSL 9:

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

Accommodations and Modifications:

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Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-teach academic domain specific vocabulary (students should illustrate) ● Students can use both English and their native language to label items ● Peers will work together on research ● Speak and display terminology and movement 	<ul style="list-style-type: none"> ● Peer support ● Lower level text will be provided ● Students will receive peer support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student’s IEP ● Lower level text will be 	<ul style="list-style-type: none"> ● Peer support ● Lower level text will be provided ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during 	<ul style="list-style-type: none"> ● Students will present findings to other classes ● Students can continue research outside of class ● Students can be support for peers ● Students can assist in activities to pre-teach vocabulary to students that are ELL ● Curriculum compacting ● Inquiry-based instruction

<ul style="list-style-type: none"> • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSEL/ELA:

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

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Science:

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Integration of Technology Standards NJSEL 8:

- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 4

Unit: Healthy in Mind and Body

Overview: Staying healthy includes more than just physical wellness. Students will discover how their choices affect their social and emotional well-being, and how that leads to future success in school, at home and in the community. Stress reduction, effective communication and conflict resolution techniques are vital to learn as students navigate an ever-changing world. Additionally, core values of good citizenship, including empathy and acceptance, allow students to support others in their social and emotional growth as well.

Time Frame: One Marking Period

Enduring Understandings:

- Humans take care of their basic needs in different ways.
- There are many factors that impact social and emotional health.
- There are many ways that people can help themselves and others deal with their emotions and stress.
- Communication (verbal, Internet) takes many forms and requires rules and safe practices.

Essential Questions:

- How do humans get their needs met?
- What are the factors that impact social and emotional well-being?
- How can people help themselves deal with emotions and stress?
- How do people help or hurt others emotional well-being?
- How can I stay safe on the Internet?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.B.1 Compare and contrast how individuals and families attempt to address basic human needs.	<p>Topics</p> <p>Staying Healthy</p> <p>Hygiene</p> <p>Objectives</p>	<p>Students will compare and contrast how individuals and families (based on their culture) attempt to address basic human needs. (6.1.4.D.13)</p> <p>Students will demonstrate</p>	<p>Hygiene, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/persona/hygiene/germs.pdf</p> <p>Family Types, Tolerance.org</p>	<p>Formative Assessments:</p> <p>Vocabulary Quiz/Matching</p> <p>Discussions</p> <p>Demonstration</p> <p>Benchmark Assessment:</p>

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.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.1.4.C.3 Explain how mental health impacts one's wellness.

Students will identify how staying healthy affects your body.

Students will describe the importance of good hygiene.

Students will use the decision-making process when addressing health-related issues.

Students will differentiate between situations when a health-related decision should be made independently or with the help of others.

good hygiene by choosing a hygiene product and creating a "commercial" for it. It must include how the product helps him/her with good hygiene as well as why good hygiene in this area (tooth-brushing, handwashing, showering, etc.).

Students will brainstorm a list of all the good hygiene practices they should engage in and create a chart to monitor their daily practice (tooth brushing, flossing, brushing hair, taking a shower, etc.)

Students will identify family differences by creating a survey (in small groups), and asking their peers in the other groups to complete the survey. This can be done using Google Forms or paper/pencil. **(6.1.4.D.13)**

Findings will be shared in a class discussion. Focus should be placed on the fact that while there are similarities and differences, all families support each other in the ways they know how. **(6.1.4.D.13)**

<http://www.tolerance.org/lesson/every-family-different>

Family Differences
<http://www.tolerance.org/supplement/talking-about-our-families-elementary-grades-3-5>

Online chart maker
<https://www.canva.com/graphs/>

Suggested Texts
Families, Susan Kulkin

Stress in Kids
<https://newsela.com/read/ anxiety-teens/id/2795/>

Common Formative Assessment

Summative Assessment:

Students will compare and contrast the ways that people fulfill their basic needs by choosing pairing with a classmate to interview about a "day in the life" of their family. Questions should include topics such as: family make-up, daily routines/hygiene practices and how family members support one another each other (-I tell me who is in your family. What is your daily routine? Who helps you when you need it? Who do you help? etc.) Final presentation about their peer can be done verbally, as a powerpoint or even a video.

Alternative Assessment:
Self-Reflection
Peer Assessment

Students will read an article about stress in kids. (NJSLs RI 4.2).

Students will determine how relationships among family members, friends, and classmates can affect mental health.

Teacher led discussion explaining mental health and its connection to overall wellness.

Topics

Stress and Coping Strategies

Communicating

Objectives

Students will summarize the causes of stress and explain ways to deal with stressful situations.

Students will explain the physical, social emotional, and mental aspects of wellness.

Students will demonstrate effective interpersonal communication when

Students will be shown

movie clips from age-appropriate movies and will describe the emotions they viewed. Students will discuss what the cause of the emotion or stress might be. (NJSLs SL4.1)

Students will think of a time that they felt stressed and put it on a post-it note. These will be added to a class chart T-chart. (left side).

Students will then brainstorm ways to deal with stress which will be added to the right side of the chart. They will start with ways that they have

Dealing with Emotions and Stress, Helpful Counselor

<https://www.bloglovin.com/blogs/helpful-counselor-helpful-counselor-4663597/20-inside-out-clips-to-help-teach-children-4408205323>

Mindfulness in the Classroom, Tolerance.org
<http://www.tolerance.org/bl-og/mindfulness-good-you-and-you-students>

Brain Breaks, Edutopia.org
<https://www.edutopia.org/bl-og/brain-breaks-focused-attention-practices-lori-desautels>

Formative Assessments:

Discussions

Role Plays

Class T-Chart

Summative Assessments:

Narrative Writing

Students will work with a small group to create a "Stress Busters" kit. This will include at least 4

different techniques learned, each on their own piece of card stock, explaining what it is (give it a name), how it is used, and when it might be a good time to use it.

Students should also include photos

Comprehensive Health

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

2.1.4.C.3 Explain how mental health impacts one's wellness.

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

responding to disagreements or conflicts with others.

tried, and then throughout the unit, add the new ways that they learn. (NJSLSL 4.1)

Teacher will introduce brain breaks as ways to "take a break" from hard work or other stressful situations. Students will choose 1 or 2 that they will try during class for this unit.

Students will view videos about mindfulness techniques such as breathing, visualizing, etc. They will discuss situations in which each might be useful. (NJSLSL 4.1)

Students will practice mindfulness techniques and write a reflection about which one feels the most useful for them. They should think about a time that they could have used it to help themselves deal with stress or other emotions. (NJSLSL W 4.10)

Students will listen to the read aloud of the book The Lorax by Dr. Seuss. They will respond to a prompt about how conflicts can be

Mindfulness Resources, Edutopia
<https://www.edutopia.org/bl-og/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Children's Books about Conflict Resolution:
http://www.lifetrax.org/resources/bibs/child_bib.htm

Conflict Resolution, KidsHealth:
https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf

Suggested Book

The Lorax, by Dr. Seuss

The Lorax Project
<http://www.seussville.com/oraxproject/>

or pictures form the internet on each card to better illustrate the technique.

Alternative Assessment:
Peer Assessment

Observation of Participation

solved between groups of people. (NJSLs RL 4.1)

Students will differentiate between effective ("I" messages) and ineffective communication techniques. They will write a short narrative using dialogue between 2 characters. (NJSLs W 4.3)

Stories will be shared in class and students will choose the character that communicated effectively. (NJSLs SL 4.1)

Comprehensive 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.
2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and

Topics
Being a Good Citizen
Developing a Good Character
Bullying
Objectives
Students will explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
Students will determine

Students will listen to read aloud of a book about empathy (such as The Sandwich Swap, or Invisible Boy). They will discuss the main point of the story. (NJSLs RL 4.2)

After a class discussion, students will trace their feet and write a response on each. On one footprint they will put themselves in the character's shoes, describing how the character felt, and how they could show empathy. (NJSLs RL 4.3)

Empathy, KidsHealth.org
<http://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf>
Bullying, KidsHealth.org
<http://classroom.kidshealth.org/classroom/3to5/problem/s/emotions/bullying.pdf>
Accepting Students with Disabilities, YouTube
https://www.youtube.com/watch?v=b_Lax4zFFoA
Books about Empathy:
• The Invisible Boy, Trudy Ludwig,
• The Sandwich Swap, Raina Al Abdullah

Formative Assessments:
Vocabulary Quiz/Matching
Discussions
Role Plays
Footprint responses
Banner
Summative Assessment:
Students will work with peers to create a Bullying Prevention campaign in the school. They will come up with a poster that can be hung in the school halls that highlights the 3 roles of bullying (target, bully, and

demonstrate strategies to prevent and resolve these types of conflicts.

how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Students will distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

On the other footprint, they should describe a time that they needed empathy from another person and how that would have made them feel. (NJSL W 4.10)

Students will view a video about accepting students with disabilities. Students will describe how the brother demonstrated acceptance by creating an acrostic poem ACCEPTANCE.

Students will identify the roles in bullying-the target, the bully and the bystander by role-playing each in small groups. Roles must be assigned by the teacher and students should have the opportunity to switch roles after playing their first assigned role. Students will discuss as a whole group what it felt like to be in their role. Teacher will share tips about how to deal with each role. (NJSL SL 4.1)

All students will contribute to create a banner to go in the hallway for the school anti-bullying campaign.

• What's Wrong with Timmy, Maria Shriver
Books about Bullying:
• The Juice Box Bully, Maria Dismondy
• My Secret Bully, Trudy Ludwig
• Wonder, R.J. Palacio
bystander) and how to deal with etc. The posters should include a slogan as well as pictures to emphasize their tips. Research time should be provided in class.

Alternative Assessments:
Observation of Participation
Peer and Self Assessment

"Do's and Don'ts" for "If You are Being Bullied..."

Key Vocabulary:

Hygiene – Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Communication – The imparting of exchanging of information or news.

Citizen – A legally recognized subject or national of a state or commonwealth, either native or naturalized.

Bullying – Unwanted, aggressive behavior that is a real or perceived power imbalance.

Physical health – Critical for overall well-being and is the most visible of the various dimensions of health, which also include social, intellectual, emotional, spiritual and environmental health.

Mental health – A person's condition with regard to their psychological and emotional well-being.

Harassment – Aggressive pressure or intimidation.

Gang – An organized group of criminals.

Discrimination – The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Conflict – A serious disagreement or argument, typically a protracted one.

Integration of 21st Century Standards NJSEL 9:

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

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students can use both English and their native language to label items Peers will work together on research 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be provided Students will receive peer 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be provided Teachers may modify 	<ul style="list-style-type: none"> Students will present findings to other classes Students can continue research outside of class Students can be support for peers

<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student's IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

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

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Integration of Technology Standards NJSIS 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

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

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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

Comprehensive Health

Grade 4

Unit: Taking Care of Myself and Others

Overview: Taking care of oneself includes being sure to identify sources of possible harm, illness and/or injury. This includes harmful substances and their negative consequences, along with how to deal with peer pressure. Students will continue to develop personal responsibility in terms of caring for themselves and making good choices, as well as an understanding for others that may experience illness or disease.

Time Frame: One Marking Period

Enduring Understandings:

- Simple first aid can help myself and others get help quickly.
- There are some diseases that can be prevented and others that can only be managed.
- Identifying positive and negative influences in my life and make good choices about harmful substances are important to my overall well being.

Essential Questions:

- What would you do to take care of minor injuries on yourself or someone else?
- What types of situations are appropriate for using first aid procedures?
- How do I identify positive influences and make good choices about harmful substances (cigarettes, OTC medicine, illegal drugs)?
- How do diseases and disease prevention affect myself and others?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.14.C.3 Explain how mental health impacts one's wellness.	Topics Diseases Disease Prevention First Aid	Students will describe injuries that are preventable, after reading an article. They will create a brochure to share their findings with peers. (NJSL RI 4.1)(NJSL W 4.10)	Preventable Injuries articles https://www.cdc.gov/safechild/index.html Preventing Disease/Germs, YouTube: https://www.youtube.com/watch?v=YBGsoimPXZg	Formative Assessments: Vocabulary Quiz/Matching Discussions Role Play Benchmark Assessment: Common Formative Assessment
2.2.4.B.2 Differentiate between situations when a health-related decision should be made	Objectives			

independently or with the help of others.

2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage and environmental controls prevent diseases and health conditions.

2.1.4.C.3 Explain how mental health impacts one's wellness.

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.

Students will determine the causes of some commonly known diseases (asthma, diabetes, etc) and accidents.

Students will identify precautions (e.g., sanitation, proper handling of food, proper medical attention) that can prevent diseases.

Students will investigate childhood diseases in the United States and in other nations.

In small groups work with peers to identify times when to seek adult assistance. (NJSLs SL 4.1)

After reading an article, students will identify diseases that can be prevented through good hygiene, proper medical care, etc. by creating a class chart online. (NJSLs RI 4.1)(NJSLs RI 4.2)

Students will role play ways to prevent diseases given a scenario (i.e. cold-sneeze into arm; food poisoning, keep food preparation area clean and wash hands, flu-stay away from other sick people, wash hands, etc.).

Students will research 1 childhood illnesses (asthma, diabetes, etc.) and create a Google slides presentation to share with peers describing the disease, its' symptoms, how it is managed and its impact on the child. (NJSLs W 4.7) (NJSLs SL 4.4)

Students will plan a community service learning experience to support a

Kids Teaching Kids About Asthma, Youtube: <https://www.youtube.com/watch?v=8wAW8BCnhmo>

Diabetes, KidsHealth.org <http://classroom.kidshealth.org/prekto2/problems/conditions/diabetes.pdf>

Diabetes presentation, Joslin http://www.joslin.org/info/classroom_presentation_on_diabetes_for_elementary_school_age_children.html

Online chart maker <https://www.canva.com/graphs/>

Summative Assessments:

Students will research 1 childhood illnesses (asthma, diabetes, etc.) and create a brochure describing the disease, its' symptoms, how it is managed and its impact on the child. They will share their brochures with other groups.

Writing Prompt: Students will reflect on how it might feel to be a student with a chronic illness or disease. Students will write a letter to a student asking questions about their daily lives and how they cope with the illness. They should also reflect on what they might feel like if they were in this student's shoes.

Alternative Assessments:

- Peer Assessment
- Self-Assessment

local organization that prevents childhood diseases.

Students will report on their experience planning this event by posting a blog on the schools' website. (NJSELs W 4.6)

Topics

First Aid

Objectives

Students will determine the characteristics of safe and unsafe situations.

Students will examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian and using modes of transportation.

Students will demonstrate simple first-aid procedures for choking, bleeding, burns and poisoning.

Students will create a video role playing safe vs. unsafe situations that they may come across in their daily lives, including how they would respond to the unsafe situations.

After viewing a video about

First Aid (see resources), students will create a list of items needed for a first aid kit and what it would be used for.

Students will visit the nurses office and check the first aid kit checking for appropriate items. They will make a list of items that are missing and report that to the nurse.

Small groups will research 1 first aid procedure in detail (choking, burns, bleeding, poisoning) and will create a poster demonstrating the step by

Pedestrian Safety, Youtube
<https://www.youtube.com/watch?v=-12oX6zOEyU>

Seatbelt Safety, Youtube
<https://www.youtube.com/watch?v=kSbDH08XDug>

First Aid for Kids, Youtube
<https://www.youtube.com/watch?v=b97kq2etQF0>

How To Create a First Aid Kit, WikiHow
<http://www.wikihow.com/Make-a-First-Aid-Kit-for-Kids>

First Aid Guides for Common injuries/emergencies, KidsHealth.org
<http://kidshealth.org/en/parents/first-aid-guides.html#catsheets>

Formative Assessments:
Vocabulary Quiz/Matching

Discussion

Demonstrations

Benchmark Assessment:
Common Formative Assessment

Summative Assessment:
Students will describe a scenario when someone would need a first aid procedure. They will have to create a How-To brochure about the First Aid procedure, including when it is appropriate, what steps to take to ensure their own safety, the steps to complete the procedure as well as what items would be used.
Challenge: are there any ways this could be prevented? (i.e. bleeding on head from falling off bike

step procedures. These will be posted around the room and students do a Gallery Walk. (NJSLs W 4.7)

Students will act out scenarios on how to deliver with first aid.

Topics
Safety

Students will work as a group to write a script for a call to emergency services. They will then act out their script for the class, taking feedback on how to make their call more effective. (NJSLs W 4.10)

Objectives

Students will know the numbers to the police, EMT, doctor, mom/dad's work, school neighbor.

Students will make a list of emergency contact numbers including poison control, emergency services, parent contacts, etc. If they have cell phones, students will add these numbers to their contact list.

Students will explain when and how to seek help in an emergency.

Students will choose 1 unsafe pedestrian/bicyclist behavior and explain ways that they could convince someone to engage in the safe behavior. Students will create a social media campaign they will post on the school's website. (NJSLs W 4.6)

Students will recall procedures that ensure pedestrian, bicycle, and traffic safety.

Students will create a safety plan to reduce the risk of injuries at home, in school, and in the community.

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.

without helmet-wear a helmet)

Alternative Assessments:
Peer Assessment

Self-Assessment

Formative Assessments:
Discussions
<https://www.youtube.com/watch?v=t2oX6zQEYU>

Demonstrations

Seatbelt Safety, Youtube
<https://www.youtube.com/watch?v=kSpdHO8XDug>

Role Plays

Fire Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/persona/safety/fire_safety.pdf

Concept Map

Fire Safety, Brain Pop
<https://fr.brainpop.com/health/besafe/firesafety/>

Summative Assessment:
Students will create a Safety Public Service Announcement (video/presentation/audio) about any safety issue (pedestrian, bicycle, traffic safety, or reducing the risk of injuries due to accidents at home, school, community). They will provide information about how reducing risks, a step by step procedure (i.e. securing a seatbelt, wearing a helmet properly, etc.), and any other important tips.

Water Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/persona/safety/water_safety.pdf

Bike Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/persona/safety/bike_safety.pdf

Alternative Assessment:
Peer Assessment

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.

Self-Assessment

Students will work with a small group to create a plan to contact the appropriate "helper" given a scenario (fire, sports injury, car accident, etc.).

Students will work together to create a class concept map on large bulletin board paper/white board with ideas for reducing the risk of injury in the community (ideas from multiple topics studied are be appropriate). (NJSLs W 4.8)

Comprehensive Health

2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2 Determine possible side effects of common types of medicines.

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs, substances and the possible consequences.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral

Topics	Objectives	Formative Assessments:
Medicines	Students will share what they know about proper medicine use through a class discussion. They will share times that they have taken medicine and for what purposes. They will respond to questions such as: who prescribed it to you? Where did you get it?	Peer Pressure-Drugs/Alcohol, KidsHealth.org https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf and https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf
Tobacco	Students will distinguish between over-the-counter and prescription medicines.	Role Plays
Drug Abuse	Students will determine possible side effects of common types of medicines.	Discussions
	Students will view a video and discuss the correct use of medicine.	Venn Diagram
	Students will explain why it is illegal to use or possess certain drugs, substances and the possible consequences.	Summative Assessments: Brochure
	Students will create a plan to contact the appropriate "helper" given a scenario (fire, sports injury, car accident, etc.).	Students will work in groups to create a presentation for a lower grade on peer pressure and ways to combat it. They will create a poster with a slogan and illustrations, as well as tips for resisting
	Students will work together to create a class concept map on large bulletin board paper/white board with ideas for reducing the risk of injury in the community (ideas from multiple topics studied are be appropriate). (NJSLs W 4.8)	

Peer Pressure, Finding Nemo, YouTube
<https://www.youtube.com/watch?v=6pyl10j1O>
Correct Use of Medicine, BrainPop
<https://ir.brainpop.com/health/drugs/medicine/>

<p>effects of alcohol use and abuse.</p> <p>2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.</p>	<p>is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>Students will compare the short- and long-term physical effects of all types of tobacco use.</p>	<p>differences between over the counter vs. prescription medicines.</p> <p>Students will describe what "illegal" drugs are and the possible consequences after viewing a video. (NJSL SL 4.2)</p>	<p>Riddles about Medicines, National Institute on Drug Abuse</p> <p>https://www.drugabuse.gov/sites/default/files/riddlemo-d4_23.pdf</p>	<p>peer pressure (this can be general or relate to any topic studied). Students must be prepared to answer questions from the children about the topics.</p> <p>Alternative Assessments:</p> <p>Peer Assessment</p> <p>Self-Assessment</p>
<p>2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p>	<p>Students will identify specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.</p>	<p>Students will differentiate between medicine and over the counter drugs by playing a game with teams working to solve riddles.</p>	<p>Harmful vs. Useful Medicines, National Institute on Drug Abuse</p> <p>https://www.drugabuse.gov/publications/brain-power/grades-2-3/medicines-drugs-whats-helpful-whats-harmful-module-4</p>	
<p>2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.</p>	<p>Students will summarize the short- and long-term physical effects of inhaling certain substances.</p>	<p>Students will research the negative effects of smoking and create a poster persuading people to quit. It must include facts, as well as illustrations or pictures. (NJSL W 4.7)</p>	<p>Illegal Drugs, BrainPop</p> <p>https://ir.brainpop.com/health/drugs/illegaldrugs/</p>	
<p>2.2.4.B.3Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>	<p>Students will differentiate between drug use, abuse, and misuse.</p> <p>Students will determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>	<p>Students will describe the different facets of peer pressure, both spoken and unspoken. (NJSL SL 4.1)</p> <p>Students will be given scenarios and will work in small groups to role play possible ways to deal with peer pressure.</p>	<p>Smoking, BrainPop</p> <p>https://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf</p> <p>Smoking Module, National Institute on Drug Abuse</p> <p>https://www.drugabuse.gov/publications/brain-power/grades-2-3/science-behind-smoking-module-5</p>	<p>They will then create their own scenario of possible peer pressure situations that</p>

they have or may face in the future. Class discussion will serve as closure. (NJSLA SL4.J)

Key Vocabulary:

Disease prevention – The most effective, affordable way to reduce risk for and severity of chronic disease.

Adult assistance – Providing assistance to adults that are aged, blinds, and disabled to help them remain independent.

Medical care – Professional treatment for illness or injury.

Precaution – A measurable taken in advance to prevent something dangerous, unpleasant, or inconvenient from happening, **First-aid kit** – A bag or case containing basic medical supplies that are designed to be used on someone who is injured or who suddenly becomes ill.

Drug abuse – The habitual taking of addictive or illegal drugs.

OTC – By ordinary retail purchase, with no need for a prescription or license.

Prescription – An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

Drug – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

Substances – An active ingredient intended to furnish pharmacologic activity or other direct effect in the diagnosis, cure, mitigation, treatment, or prevention of disease or to affect the structure or any function of the body.

Integration of 21st Century Standards NJSLA 9:

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

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOS/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students can use both English and their native language to label items 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be 	<ul style="list-style-type: none"> Students will present findings to other classes Students can continue research

<ul style="list-style-type: none"> • Peers will work together on research • Speak and display terminology and movement • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • provided • Students will receive peer support for research • Provide concrete examples • Utilize modifications & accommodations delineated in the student's IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • outside of class • Students can be support for peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSEL/ELA:

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

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Integration of Technology Standards NJSLS 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

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

8.1.5.D.3 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.D.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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

PACING GUIDE
Health: GRADE 4

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p>Eating for Good Health</p> <ul style="list-style-type: none"> - Healthy eating aids in the development of the body and lowers risk of disease. - Healthy vs. unhealthy eating habits. - Cultural influences that affect food choices. - Nutritional content, caloric content, and cost of favorite foods. - Roles of families in the promotion of healthy lifestyles. - Healthy Meal Plan, including information about nutritional value, caloric content, and cost. <p>Standards:</p> <p>2.1.4.A.2 2.1.4.C.1 2.1.4.B.2 2.1.4.A.1 2.1.4.B.3 2.4.4.A.1 2.1.4.B.1 2.1.4.B.3 2.2.4.B.3</p>	<p>Growing up Healthy, Relationships, and Sexuality</p> <ul style="list-style-type: none"> - Function of body parts and systems - Explain that the reproductive system functions to develop an embryo during pregnancy - How body parts and systems interact to allow for movement and growth. - Define wellness practices that enhance physical health. - Exercise to the maintenance of good health. - Identify puberty as a time of many changes that varies by the individual. - Fertilization - Define pregnancy as an important time for wellness. <p>Standards</p> <p>2.1.4.A.2 2.4.4.C.1 2.1.4.A.1 2.4.4.B.1 2.4.4.C.1 2.2.4.B.3</p>	<p>Growing up Healthy, Relationships, and Sexuality</p> <ul style="list-style-type: none"> - Identify resources in the community that are a source of help for physical and mental health related issues. - Describe health and fitness careers in the school and community./ - Personal responsibility in decision making about health and personal safety issues. - Effective communication during health and safety related situations. <p>Standards</p> <p>2.2.4.E.1 2.2.4.C.1 2.2.4.B.2 2.2.4.B.1 2.1.4.D.1</p>	<p>Healthy in Mind and Body</p> <ul style="list-style-type: none"> - How staying healthy affects your body. - Importance of good hygiene - Decision-making process when addressing health-related issues - Situations when health-related decision should be independently or with the help of others. <p>Standards</p> <p>2.1.4.E.1 2.1.4.B.1 2.1.4.A.1 2.2.4.B.2 2.1.4.C.3</p>	<p>Healthy in Mind and Body</p> <ul style="list-style-type: none"> - Causes of stress and ways to deal with stressful situations. - Physical, social emotional, and mental aspects of wellness. - Interpersonal communication when responding to disagreements or conflicts with others. <p>Standards</p> <p>2.1.4.E.4 2.1.4.C.3 2.1.4.C.1 2.1.4.E.1</p>

