



KEARNY SCHOOL DISTRICT

CURRICULUM OFFICE

Physical Education and Health

3-5 Health

Approval Date: September 2022

Revision Date: August 2022

Aligned to: (add other standards as needed)

2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education

New Jersey Student Learning Standards for Career Readiness, Life Literacies & Key Skills

KEARNY SCHOOL DISTRICT

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KEARNY SCHOOL DISTRICT

COURSE DESCRIPTION

The comprehensive Health and Physical Education curriculum is an integral part of the 3-5 educational experience. The Health and Physical Education Department strives to meet the physical, mental and social needs of the child. Through the use of the New Jersey Student Learning Standards, the students' needs will be met by a wide variety of experiences and activities that promote health and wellness. During the instructional period, utilizing individual and group activities as well as classroom experiences, the comprehensive Health and Physical Education program provides a prescription for all children to learn. To provide for maximum growth and development at every entry level, the curriculum is organized to include a progression of skills and activities for all children from third grade through fifth grade. Through participation, this progression encourages the development of personal and mental health, physical wellness, and safety.

Grade Level: 3-5

Department: Physical Education and Health

GRADING

Student achievement will be evaluated using multiple assessment tools as described in the individual units of study. Marking period grades will be determined according to the following:

| Criteria | Percentage |
|---|------------|
| Participates, cooperates & follows directions (Major) 60% | 60% |
| Demonstrates understanding of concepts (Minor) 30% | 30% |
| Classwork/Homework (Minor)10% | 10% |

Total:

| |
|------|
| |
| 100% |

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ACTIVITY 25: MANNERS PLEASE

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Unit 7- Saying No to Smoking, Drinking, and Drugs

Unit 8 - Things You Might Catch

Unit 9- When Bodies Have Challenges

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Unit 3 - The Digestive System

Unit 4- No Smoking

Unit 5 - Its My Body

Unit 6 - Be Cool, Keep Clean

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Unit 7 - Stay Drug Free! Build Your Assets!

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Unit 1 - First Aid Facts

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Unit 3 - You are What You Eat!

Unit 4 - Love Your Lungs!

Unit 5 - Those Crazy, Mixed-up Emotions

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Unit 7 - Danger Ahead: The Truth About Drugs

Unit 8- About Blood and HIV

Unit 9 - All the Right Stuff

Unit 10- Bones and Muscles

KEARNY SCHOOL DISTRICT

Pacing Guide - Grade 3

| UNIT TITLE | UNIT OBJECTIVE | RECOMMENDED INSTRUCTIONAL DAYS |
|-------------------------------------|--|--------------------------------|
| Unit 1 - Safe at Home, Safe Away | Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributed to the safety of self and others. While also, developing awareness of potential hazards in the environment and how that impacts health and safety. | 1 Month (4 Lessons) |
| Unit 2 - The Better To See You With | Explaining how the eyes function and operate, while building respect for differences in the way people “see” things by analyzing others perceptions. Identifying common vision problems and being able to follow proper decision making steps to protect your eyes. | 1 Month (4 Lessons) |
| Unit 3 - Let’s Eat! | Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. Differentiate between healthy and unhealthy eating practices. Create a healthy meal based on nutritional content, value, calories, and cost. Interpret food product labels based on nutritional content. | 1 Month (4 Lessons) |
| Unit 4 - Community Health | Identify what a community consists of. Explain why it is important to have laws to make your community a safer place to live. Discuss why it is so important to keep your community clean. Identify how drugs can have a negative impact on the | 1 Month (4 Lessons) |

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| | community. | |
| Unit 5 - I Like Your Attitude! | Make connections between attitudes, values and goals while building self-esteem. Use the Decision Making Steps to make healthy decisions. Practice conflict resolution. Explain how a group's "attitudes" will affect the outcome of their group efforts and of others in the community. | 1 Month (4 Lessons) |
| Unit 6 - My Family, Your Family | Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. Explain why healthy relationships are fostered in some families and not in others | 1 Month (4 Lessons) |
| Unit 7 - Saying No to Smoking, Drinking, and Drugs | Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. Compare the short- and long-term physical effects of all types of tobacco use. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. Identify the short- and long- term physical effects of inhaling certain substances. | 1 Month (4 Lessons) |
| Unit 8 - Things You Might Catch | Explain how most diseases and health conditions are preventable. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. Explain how mental health impacts one's wellness. | 1 Month (4 Lessons) |
| Unit 9 - When Bodies Have Challenges | Describe different kinds of body problems, their causes, and effects. Discover the special needs of people with body problems and use problem solving and sensitivity to find ways you can be helpful. Define physical impairment and describe the work done by different health professionals to help people with various | 1 Month (4 Lessons) |

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| | kinds of physical impairments. Show how you can be a good friend to someone who does not learn the same way you do for one reason or another. Show how you can be a good community citizen by pointing out additional ways that the community can be sensitive to people with special needs. | |
| Unit 10 - Finding Out about Bones | Explain the functions of the skeleton. Tell why you think it is important to protect your skeleton. List ways to care for your skeleton. List ways to care for your skeleton. Analyze the connection between a healthy body and how you feel about yourself. | 1 Month (4 Lessons) |

KEARNY SCHOOL DISTRICT

Grade 3 Health

Unit 1 - Safe at Home, Safe Away

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| UNIT GOALS <ul style="list-style-type: none"> ● Define and demonstrate the importance of safe and unsafe situations ● Generate appropriate responses to emergency situations. Identify risky situations and be aware of individual responsibility in those situations. ● Set personal goals concerning refusal skills and explain the importance of saying “No”. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect | |

other people's personal boundaries.

- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They

create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| <p>INTERDISCIPLINARY CONNECTIONS</p> | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| <p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</p> | |
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| <p>ESSENTIAL QUESTIONS</p> | <ul style="list-style-type: none"> ● What does it mean to be safe? ● What is an emergency? ● What is a risk factor? |
| <p>INSTRUCTIONAL ACTIVITIES</p> | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Public service poster for one specific injury including a picture of the injury as well as an outline format explaining the steps for first-aid care. |

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| | | <ul style="list-style-type: none"> ● Give students numerous visuals of situations they might encounter as a pedestrian or cyclist and ask the students to identify the scenario in the visual. (Example) ● Fire escape plan: Draw a sketch of the rooms in your home and identify safe escape routes from each room. ● Teacher demonstrates stop, drop, and roll and crawling under smoke to students then students will practice the demonstration. <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Pretend that each of you is a safety inspector. Take the safety checklist with you to the cafeteria and inspect the area, checking the appropriate boxes. Keep in mind what you have learned about safety rules and recognizing dangers. ● “A Book of Safety Rules” : Students will create a book that will educate other students about safety precautions. On each page of the book you will state a dangerous situation on one side with a way to approach the situation on the other side. <p>Climate Activity - TG301</p> <p><u>Homework Hom (p.18): "COMMUNITY SAFETY PROBLEMS AND SOLUTIONS"</u></p> <p>TO WORK WITH FAMILY TO DESIGN SOLUTIONS TO COMMUNITY SAFETY PROBLEMS</p> |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will</i> | Reinforcement Activities Portfolio Homework |

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| | <i>successfully engage within:</i> | |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org | | | |

- American Heart Association – www.americanheart.org rg
- American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
- Brainpop jr. - www.brainpopjr.com
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-</i> | X | Standards in Action: Climate Change |
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Career Readiness, Life Literacies, & Key Skills Practices & Description

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether

- through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
 - Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic,

athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT
Grade 3 - Health
Unit 2- The Better To See You With

| | | |
|---|--|-----------------------------------|
| UNIT GOALS <ul style="list-style-type: none"> ● Explain how the eyes function and operate. ● Build respect for differences in the way people “see” things by analyzing others perceptions. ● Identify common vision problems and be able to follow proper decision making steps to protect your eyes. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. | |
| Comprehensive Health & Physical Education Practices | | |

- Acting as responsible and contributing member of society
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- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime.

They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7
 - 9.4.2.GCA:1
 - 9.4.2.IML.3

| | |
|--|---|
| | <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
|--|---|

| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
|--|---|
| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What are the main parts of the eye and how does the eye function? ● What are some common risk factors associated with the eye? ● How can we protect our eyes? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Select several pieces of art. Divide class into groups of five. Two people will take the position that the art is beautiful. Two students will take the position that the art is ugly. ● Each team must give at least four reasons for their opinions. One student is the referee. It is the job of the referee to keep time and call on people to speak. Each pair will have two minutes each to explain their position. At the end of the discussion, the pairs switch roles, defending the opposite position. Students summarize what they learned about the two positions to the referee. Students should explain how it is possible to see the same thing and yet have different opinions. ● Select several eye/hand coordination skills: throwing and catching, shooting baskets, batting a ball. Have students explain how these skills are made possible because of the way both eyes work together. |

To show evidence of meeting this standard, students may:

- Using what they know about predicting consequences, the parts of the eye, and functions of those parts, draw a picture showing the kind of injury that could happen to the eye.
- Protecting the eyes means staying away from drugs and alcohol. Write a paragraph describing the responsible decisions you will make to protect your eyes.

Diversity & Inclusion Law: N.J.S.A. 18A:35-4.36A

- GBS Lesson 2 - “What Do We Really See?”
- GBS Lesson 3 - “Eye Problems”
- Activity A02 - “Is What I See What You See?”

ACTIVITY 2: IS WHAT I SEE, WHAT YOU SEE?

v **Objective:** To perform activities to build respect for differences in the way people “see” things

English Language Arts: 56

Select several pieces of art. Divide class into groups of five. Two people will take the position that the art is beautiful. Two students will take the position that the art is ugly. Each team must give at least four reasons for their opinions. One student is the referee. It is the job of the referee to keep time and call on people to speak. Each pair will have two minutes each to explain their position. At the end of the discussion, the pairs switch roles, defending the opposite position. Students summarize what they learned about the two positions to the referee. Students should explain how it is possible to see the same thing and yet have different opinions.

Performance Standards:

Yes No

bb 1. Did students generate four reasons for each position?

bb 2. Did students make a statement of what was learned about each position?

bb 3. Did students explain how different people can see the same thing differently?

| | | |
|--------------------|---|---|
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |

Technology

-

Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - Rights, Respect, Responsibility-<https://3rs.org/>
 - <https://amaze.org/>
 -

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques***

(IEP/504/At-Risk/ESL/Gifted & Talented)

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|---|--|--|---|--|--|--|--|--|--|
| X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
|---|--|--|---|--|--|--|--|--|--|

| | |
|---|---|
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Career Readiness, Life Literacies, & Key Skills Practices & Description |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving |

them.

- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 3 Health

Unit 3 - Let's Eat!

| | |
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| UNIT GOALS <ul style="list-style-type: none"> ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● Differentiate between healthy and unhealthy eating practices. ● Create a healthy meal based on nutritional | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| Physical Wellness (2.2) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. |

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| | <ul style="list-style-type: none"> ● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. |
| Safety (2.3) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |
| Comprehensive Health & Physical Education Practices | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. ● Communicating clearly and effectively (verbal and nonverbal) <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience | |

and prepare accordingly to ensure the desired outcome.

- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections,

and/or Student Experiences to Explore NJSL-CHPE within Unit

ESSENTIAL QUESTIONS

- Why is eating healthy important?
- How can we make a healthy meal utilizing correct nutritional information?

INSTRUCTIONAL ACTIVITIES

GBS Lessons 1-4

- Have students work in groups or pairs to design posters that have representation from each of the six nutrient groups. Make sure that only healthy foods are represented. The posters can either be drawn or pictures cut out of magazines.
- Have each student track their meals for a few days. At the end of the experiment, have each student place all of their food into the correct nutrients category. Have the students see if they were eating foods that would fit into each of the nutrient groups each day in order to stay healthy and have enough energy to get through each day.
- Have the students list their favorite meals for breakfast, lunch, dinner and snack time. Put the students in small groups and have them select two meals and list all the food groups found in those meals. The students will break down all of the foods in each meal and place them into the correct food groups.
- Divide the class into groups. Each group has to make a mobile for one food group. Use a coat hanger for the mobile. Label the coat hanger with the food group and how it helps the body function. Hang labels, containers,
- Have each student fill out their own food pyramid/plate. They will write the name of the food group on the bottom of the pyramid and then draw and write examples into each of the stripes. Next to each food they should write how much they need to eat for each strip.
 - Interpret the food product labels for the nutritional content using various labels from different food items.

To show evidence of meeting this standard, students may:

- Chocolate cake, ice cream, cherry pie, a lollipop, and a cupcake were all a part of the Very Hungry Caterpillar's food choices. These foods may sound good but why didn't the caterpillar choose more healthy foods to eat? Now is your chance to help the Caterpillar by creating an informational puppet show. You will retell the caterpillar's story but with more nutritious foods. Maybe then the caterpillar will not have so many stomach aches.

| | | |
|--------------------|---|--|
| | | <ul style="list-style-type: none"> Explain the role of a dietician to the students and what the job entails. The students will be dieticians and will design three balanced meals using the food guide pyramid. Remember that particular foods such as pizza will fit into more than one food group. As you build your menu, think about a correct daily serving for each food group. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| | | | |
|---|--|-----------------------|-------------------------------------|
| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |

- The Great Body Shop
 - www.Thegreatbodyshop.net

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>

- <https://amaze.org/>
-
- Rights, Respect, Responsibility-<https://3rs.org/>

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
|--|--|--|---|--|--|--|--|--|--|

Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or

problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 3 - Health

Unit 4-Community Health

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Identify what a community consists of. ● Explain why it is important to have laws to make your community a safer place to live. ● Discuss why it is so important to keep your community clean. ● Identify how drugs can have a negative impact on the community. | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |
| <p align="center">Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. |

Performance Expectation/Student Learning Objectives:

- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular

exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| INTERDISCIPLINARY CONNECTIONS | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is a community? ● Who in your community are considered safety helpers? ● What does it mean to recycle? ● When someone asks you to do something risky that can hurt you or the environment, what should you do? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Brainstorm with students school, home, and community rules related to health. Create a list of health rules that are important for home, school, and the community. Point out to students that the words “Just Say ‘No!’” have become a special slogan for people who fight against drugs. Invite |

students to think of their own special slogan to help fight against drugs; for example: Stay Healthy, Stay Free—Don't Do Drugs! Have students write their drug slogan on poster board and illustrate it to make a poster. If possible, arrange to have students' work displayed in a community library or a community activity center.

- Work with students to make a list of community helpers about whom they would like to learn more. Such helpers might include an emergency worker, a health or fire inspector, a police officer, or a firefighter. Invite students to vote on the community helper who they would most like to have speak in their class. Have students help you draft a letter to such a worker, inviting him or her to come to the class to speak. Arrange a special day and time for the worker to speak and help students prepare for the visit by making a list of questions that they would like to ask the speaker. If an emergency worker, police officer, or firefighter is the guest speaker, ask him or her to explain the CPR procedure to students.

To show evidence of meeting this standard, students may:

- Create a drug free pledge
- Design a pollution scrapbook
- Describe your community and ways to keep it safe

Climate Change:

TG304

Lesson L02 (p.12): "YOUR COMMUNITY KEEP IT HEALTHY"

- INCLUDES THE ROLE OF THE MEDIA IN PROTECTING THE HEALTH OF THE COMMUNITY

- INCLUDES THINKING ABOUT HOW BEING RESPONSIBLE EFFECTS YOU

- INCLUDES YOUTH SPORTS AND RECREATIONAL ORGANIZATIONS

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| | | <p>(K) LIST HELPERS WHO KEEP YOUR COMMUNITY HEALTHY</p> <p>(LS) PRACTICE HEALTHFUL BEHAVIORS THAT WILL DIRECTLY AFFECT YOUR COMMUNITY</p> <p>(TS) ANALYZE WHAT MAKES UP A HEALTHY COMMUNITY</p> <p>(V) THROUGH A PROJECT DEMONSTRATE A CONCERN FOR THE HEALTH OF THE WHOLE COMMUNITY</p> <p><u>Lesson L03 (p.20): "YOUR COMMUNITY KEEP IT CLEAN"</u></p> <p>- INCLUDES CLIMATE CHANGE</p> <p>(K) IDENTIFY POLLUTION PROBLEMS</p> <p>(LS) SET GOALS TO BECOME INVOLVED IN KEEPING YOUR COMMUNITY CLEAN</p> <p>(TS) PREDICT WHAT YOUR COMMUNITY WOULD BE LIKE WITHOUT RULES TO PROTECT THE ENVIRONMENT</p> <p>(V) GIVE PRIORITY TO MAINTAINING A CLEAN ENVIRONMENT</p> |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s,</i> | Reinforcement Activities Portfolio |

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| | <i>students will successfully engage within:</i> | Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org | | | |

- American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
- Brainpop jr. - www.brainpopjr.com
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- NJCAPE Resources
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

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| X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-</i> | X | Standards in Action: Climate Change |
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Career Readiness, Life Literacies, & Key Skills Practices & Description

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether

- through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
 - Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic,

athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Grade 3 - Health

Unit 5- I Like Your Attitude!

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| UNIT GOALS <ul style="list-style-type: none"> ● Make connections between attitudes, values and goals while building self-esteem. ● Use the Decision Making Steps to make healthy decisions. ● Practice conflict resolution. ● Explain how a group’s “attitudes” will affect the outcome of their group efforts and of others in the community. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). | |
| Comprehensive Health & Physical Education Practices | | |

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INTERDISCIPLINARY CONNECTIONS

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7
 - 9.4.2.GCA:1
 - 9.4.2.IML.3

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| | <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What skills keep you safe? ● What rules should you follow when resolving a conflict? ● What is the difference between a short and long term goal? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Read the book “Bully” by Judith Caseley. After reading the book, have a class discussion on the topic. Arrange students into groups and have each group discuss different forms of bullying such as: gossip, exclusion, physical and verbal bullying. ● Students will write a short story about a person dealing with a bully. ● A Teacher will draw a word web with “stress” in the center of the web. Have the students complete the web with words they associate with stress and then repeat with ways to relieve stress. ● “Acting out Conflict” : Have students practice techniques on how to approach conflict Resolution. ● Have students identify a personal goal and list the steps they must follow to reach it. Invite students to draw or paint a picture of themselves reaching that goal. Encourage students to |

identify health related goals. Students can then create a bulletin board display. Suggest that they come up with a title, such as “WE WILL REACH OUR GOALS!” and then come up with helpful suggestions that everyone can use to reach their goals, such as: try to have a positive attitude at all times; don’t give up your dreams; work hard; ask for help.

- Have students work in pairs or small groups to create and put on skits in which a child must find a way to reach a difficult goal by demonstrating a positive attitude. Have students review how Simon reached his goal with a positive attitude and how Jaime stuck to his values. If a tape or video recorder is available, you may wish to record the skits to play back and discuss afterward. Encourage students to evaluate the skills used in the skits.

Diversity & Inclusion Law: 18A:35-4.36A

- Activity A25 “Manners Please”

ACTIVITY 25: MANNERS PLEASE

▼ **Objective:** To practice good manners and demonstrate appropriate ways to ask for wants and needs

English Language Arts: 564

Good manners are part of a good attitude. Have students brainstorm words that show good manners. List should include: please, thank you, excuse me, sorry, etc.

Next, have students brainstorm body language that shows good manners. List should include: raising your hand to speak in class, waiting for a speaker to complete their sentence, not interrupting, waiting your turn, standing in line, folding your hands, not chewing with the mouth open, and staying in your personal space, etc.

Explain that manners include respecting the personal space and boundaries of others. If someone doesn’t like to be touched, good manners keep their hands to oneself. Personal space is the invisible space that separates people like a bubble. Different people have different sizes of bubbles. Sometimes people enter another person’s personal space without knowing it. Good manners helps them communicate. An example of communicating personal boundaries directly, respectfully, and assertively is looking the other person in the eye and saying “Excuse me, could you please move back. You are in my personal space and that makes me uncomfortable.”

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| | | <p>Divide students into groups. Pass out several index cards per group. Have students work in groups to generate ideas for things they ask for-wants and needs. For example, needs may include: passing food at the table, help with homework, a glass of water, permission to use the restroom, etc. Wants may include: a second helping of dessert, another piece of paper, extra recess time. Students are to write one want or need per index card.</p> <p>Collect all of the index cards. Discuss with students that manners also includes using a good voice tone-no whining. Students should stand with good posture, speak loud enough to be heard, and make their request using their good manners.</p> <p>Place the index cards at the front of the room. Turn them over. Invite volunteers to draw a card and demonstrate good manners for the class. Each student should have an opportunity to demonstrate their good manners as they make requests.</p> <p>Ask students to write a paragraph summarizing what they learned, and explain skills they will apply to improve their use of good manners.</p> <p>Performance Standards:</p> <p>Yes No</p> <p>bb 1. Did students speak loud enough to be heard?</p> <p>bb 2. Did students demonstrate good posture and voice tone?</p> <p>bb 3. Did students use good manners and words in making their request?</p> |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |

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| | | |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|--|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org ○ American Heart Association – www.americanheart.org ○ American Red Cross – www.redcross.org Body and Mind – www.bam.gov/ | | | |

- Brainpop jr. - www.brainpopjr.com
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
-

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management

- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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|---|--|--|---|---|--|--|--|--|--|

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Career Readiness, Life Literacies, & Key Skills Practices & Description

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and

communicate effectively.

- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Grade 3 - Health

Unit 6 -My Family, Your Family

| | | |
|---|---|-----------------------------------|
| UNIT GOALS <ul style="list-style-type: none"> ● Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. ● Explain why healthy relationships are fostered in some families and not in others. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Family members impact the development of their children physically, socially and emotionally. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. | |
| Comprehensive Health & Physical Education Practices | | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their | | |

decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health

exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7
 - 9.4.2.GCA:1
 - 9.4.2.IML.3

CONTENT:

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| | <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
|---|--|
| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● How would you identify the components of a healthy relationship? ● Why is it important to have healthy relationships? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Make a word web using the word family. Ask students what family means to them. Then have students come together and create one classroom word web using the word family. ● Students will create a family snapshot graphic organizer or family tree. Students will write about why my family is special, fun things we do together and exciting facts about my family. ● Have students read the book “Julius the baby of the world” by Kevin Henkes. Review the elements of family values from the story. Have students give examples of family values. <ul style="list-style-type: none"> ○ Explore the family change in the story and talk about how Lily behaved. Emphasizing how family changes are not easy but using the values each family shares is the best way to deal with changes. ○ Discuss the types of families. These are nuclear, single parent, extended family, blended family, and same sex family. |

To show evidence of meeting this standard, students may:

- “FAMILY ALBUM” : Your task is to design a family album that will best represent a collection of both family members and friends that have had a positive influence on your mental, social, and physical health. You will be responsible for including 5 people in your album. Each page must be designed to accent the positive traits of that particular person. You must use a combination of pictures and texts to support your choice.
- “FAMILY PUPPET SHOW” : In groups, the students will create sock puppets that will represent the different types of families. The groups will then create skits that will demonstrate the culture of the family.

Diversity & Inclusion Law: N.J.S.A 18A:35-4.36A

- GBS Lesson 1: All About Families
- Homework: Respect
- Portfolio P02: Dealing with Discrimination
- Activity A20: Respect Role Plays
- Activity A24: Identity

Objective: To create an anti-discrimination log and follow a set of guidelines that promote anti-discrimination for one week

Cross Curricular Area: Social/Emotional Learning

English Language Arts: 564

Define the term *discrimination*.

Write the word “discrimination” on the whiteboard.

Ask: *Who can tell me what this word is and what it means?* (To make judgements about and to treat people differently based upon a trait or characteristic.)

Divide the class according to physical characteristics.

To demonstrate, divide the class according to some physical characteristics, such as eye color, gender, hair color or type, height, or combinations of traits. Then, present the following directives.

Present an example situation in which discrimination is based upon physical appearance.

Explain: *I want all students with (blue eyes) to read the next chapter in their Science book and answer all of the questions at the end of the chapter right now. All students with (brown eyes, green eyes, or eyes other than blue) can talk, draw, or play a game. At lunch tomorrow, only girls with brown curly hair are permitted to have dessert. Everyone else will not be permitted to have dessert. And on the next math test, all tall students will get an A, all short students will get a C, and everyone in between will get a B.*

Ask: *What do you think?*

Investigate how discrimination makes a person feel and recognize that discrimination is wrong.

Give students a few minutes to react to your directives. Allow them to discuss their feelings and opinions. Then, explain that judging a person on the basis of their looks, gender, race, religion, age, disability, among other things is discrimination.

How does this kind of discrimination make you feel?

Write “Discrimination makes us feel . . .” on the board. Complete the sentence with students’ responses, e.g, angry, upset, sad, offended, etc.

Explain: *For each of the following situations, decide if it is discrimination, how you know, and how you feel about it.*

- *Willis is told that he has won the writing contest because his story was so well written.*
- *Luisa is told she can’t become a doctor because only men can become doctors. (discrimination)*
- *Marcus is told he can’t join the sports club because of his skin color. (discrimination)*
- *Beth is told that she’s hired for the job because she works hard and is honest.*
- *Patrick is told he can’t have the job because he is deaf, even though he is qualified for the job in every other way. (discrimination)*

Guide students to differentiate between judging a person on merits rather than on looks, gender, ethnic background, or disability.

Explain: *We cannot control the way we look. Our genes determine our traits. It is unfair to treat someone differently because of the way he or she looks.*

Let's think of some things that we can do to help stop unfair discrimination.

Create a chart to list things a person can do to help stop unfair discrimination.

Record students' ideas on a chart. Your chart may look like this:

Model:

What Can We Do?

- 1. Get to know someone before you form an opinion-remember, don't judge a book by its cover.*
- 2. Do not tease or make fun of another person's looks-if you can't say anything nice, don't say it, and think of how you feel when you are teased.*
- 3. Try to appreciate the differences of others-you can learn from people who are different than yourself.*
- 4. Help someone who is being discriminated against-talk to the person and tell an adult who can help.*
- 5. Encourage your friends to be respectful-if you see them teasing someone, don't join in. Ask them to stop if you aren't afraid to speak up.*
- 6. Be sensitive to others' feelings-think of how you would feel in the same situation; you may find they aren't so different from you after all.*
- 7. Know the law-understanding your rights and the rights of others will help enforce anti-discrimination laws.*

Distribute "Anti-discrimination Log" worksheet.

1 Life Skill Objective

Students create an anti-discrimination log and for one week follow a set of guidelines that promote anti-discrimination.

1 Assessment

Duplicate and distribute the [Anti-discrimination Log](#).

Explain: *Let's put these guidelines into practice and work hard to follow them if we don't already. For the next week, I'd like you to keep a log. Each time you follow or don't follow a guideline, make a note of it. Jot down the date, briefly tell what happened. Ask yourself if you could have handled it better. Write down how.*

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| | | At the end of the week, invite students to discuss the results. Encourage students to share their ideas, evaluate themselves, and to continue following the rules. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
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Techniques

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Supplemental Resources

Technology

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Other

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 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
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○

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| | | |
|--|---|---|
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| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 3 - Health
Unit 7- Saying No to Smoking, Drinking, and Drugs

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. Compare the short- and long-term physical effects of all types of tobacco use. ● Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. ● Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. Identify the short- and long- term physical effects of inhaling certain substances. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. ● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. |

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| | <ul style="list-style-type: none"> ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). |
| <p>Comprehensive Health & Physical Education Practices</p> | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to | |

resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a

decision can be made individually or collaboratively.

- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)

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| | <ul style="list-style-type: none"> ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● How is the body affected by tobacco use? ● Why is the impact of second hand smoke on non-smokers? ● How is the body affected by alcohol use and abuse? ● How is the body affected by inhaling certain substances? |
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| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Encourage students to write stories about the consequences faced by someone who has used illegal drugs Write Poems: Encourage students to write poems warning peers not to use drugs. Invite students to share their poems with the rest of the class ● Evaluate Gate-way Drugs: Have students define the term gateway drug. In particular, challenge them to discuss how using marijuana, alcohol, tobacco, and inhalants can “open the gate” for more serious drug problems. ● Drugs and Creativity: To illustrate the fallacy that drugs enhance creativity, challenge students to compile a list of musicians, artists, and actors whose lives ended due to the use of illegal drugs. Emphasize the devastation the use of illegal drugs causes individuals <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Students will practice ways to say no. Students will be given short scenarios they will be asked to read and answer appropriately. <ul style="list-style-type: none"> ○ Example: Jake is at a school party in a park. A friend, Moe, has brought a bottle of beer to the party. He tells him in a hidden corner of the park to have a sip. How could Jake refuse? ○ Write how he could use the steps above to help him say no. |
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| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - Rights, Respect, Responsibility-<https://3rs.org/>
 - <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the | | | | | |

problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 3 - Health - Unit 8

Unit 8 - Things You Might Catch

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| UNIT GOALS <ul style="list-style-type: none"> ● Explain how most diseases and health conditions are preventable. ● Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. ● Explain how mental health impacts one’s wellness. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) | |
| Comprehensive Health & Physical Education Practices | | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their | | |

decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health

exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7
 - 9.4.2.GCA:1
 - 9.4.2.IML.3

CONTENT:

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| | <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● How can you prevent pathogens from entering the body? ● How can we help to prevent the spread of germs? ● How does your body fight disease? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Students will create a get well card for a sick friend. In the card, the students will write tips on how to avoid getting sick and spreading disease, to help a friend reduce their risk of getting sick next time. ● In groups, students will make a two column chart. One side of the chart is “ways diseases are spread” and the other column is “ways to protect you”. ● Students will draw a comic with a white blood cell as a superhero and germs as a villain. <ul style="list-style-type: none"> ○ In groups, students will create posters encouraging healthy habits to decrease the chance of different diseases. ● Students will work in groups to create a song to help younger students to wash their hands or keep their hands away from their face. They will then perform for others. |

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| | | <ul style="list-style-type: none"> ● Magic School Bus: Germs/Inside Ralphie ● Students will create a positive and negative stress scenario and list ways to deal with stress via role-playing. ● The teacher will draw a word web and write the word Stress in the center of the web. Have the students complete the web with words they associate with stress. <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Over the course of this unit, we have studied several types of diseases, the prevention of and the spread of these diseases. Using what you have learned thus far, the task is to create a tour itinerary for a pathogen. The itinerary should list all the places a pathogen would visit in the body and how it would get to each place. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

**Differentiated Student Access to Content:
Teaching & Learning *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
|---|---|---|---|
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org

- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
-

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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|--|--|--|---|--|--|--|--|--|--|
| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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|---|---|--|--|--|--|--|--|--|--|
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | | | | |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable | | | | | | | | |

and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or

informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT
Grade 3 - Health
Unit 9- When Bodies Have Challenges

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Describe different kinds of body problems, their causes, and effects. ● Discover the special needs of people with body problems and use problem solving and sensitivity to find ways you can be helpful. ● Define physical impairment and describe the work done by different health professionals to help people with various kinds of physical impairments. ● Show how you can be a good friend to someone who does not learn the same way you do for one reason or another. ● Show how you can be a good community citizen by pointing out additional ways that the community can be sensitive to people with special needs. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress |
| <p>Safety (2.3) Disciplinary Concept:</p> | |

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| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being

- Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology

applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

ESSENTIAL QUESTIONS

- What new learning can you use to help you when you see someone who is physically challenged?
- Why is it important to understand the needs of students who are impaired in some way?
- What causes people to have different problems with their bodies and how might they be different from you?

INSTRUCTIONAL ACTIVITIES

GBS Lessons 1-4

- Explain: Create a song which shows sensitivity to those with body problems. You can begin by selecting a tune you already know and adding words which show respect and kindness. You may also wish to take an existing song, like “It’s a Small World” or “We Are the World,” and add a verse discussing people with disabilities and special abilities.
- Divide students into groups. Make sure each group has chart paper and crayons.
- Write the following on the board:
 - blind—visually impaired
 - deaf—hearing impaired
 - wheelchair—physically challenged
 - Down Syndrome—cognitively impaired
 - Epilepsy—a brain disorder
 - (add disabilities that are relevant to your school population)
- Divide students into groups and using different building and/or art materials, have the students create a diorama of a playground especially designed for children with physical disabilities and challenges.
- Prior to the activity, confirm students’ understanding of the directions for the activity. Provide the opportunity for students to ask questions regarding the purpose, procedures, and expected outcomes of the activity.
 - Some ideas may include a wheelchair swing, climbing apparatus with wheelchair ramps, tree house accessed by steps and a rail.

To show evidence of meeting this standard, students may:

- Pretend that you have a friend with a special need. Your friend can be older or younger.
- Describe his/her special need. Then, write what you can do to be a good friend to that person.
- Write a paragraph about yourself which tells one way that is easy and one way that is hard for you to learn. Include in your paragraph all of your special talents that help you to learn. Use the back of this page if you need more room.

Diversity & Inclusion Law: N.J.S.A. 18A:35-4.36A

- GBS Lesson 1 - Body Problems

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| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
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**Differentiated Access to Student Content:
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SOCIAL & EMOTIONAL LEARNING

Competencies:

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- Self-Management
- Social Awareness
- Responsible Decision-Making
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Sub-Competencies:

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| X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
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Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 3 Health
Unit 10 - Finding out About Bones

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| UNIT GOALS <ul style="list-style-type: none"> ● Explain the functions of the skeleton. ● Tell why you think it is important to protect your skeleton. ● List ways to care for your skeleton. ● List ways to care for your skeleton. ● Analyze the connection between a healthy body and how you feel about yourself. | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| Safety (2.3) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are actions that individuals can take to help prevent diseases and stay healthy. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |

Comprehensive Health & Physical Education Practices

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 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
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- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
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 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
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 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

**INTERDISCIPLINARY
CONNECTIONS**

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7

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| | <ul style="list-style-type: none"> ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What makes up our skeleton and why is your skeleton so important? ● What are some ways to take care of the skeleton? ● What's the connection between a healthy body and how you feel about yourself? ● Why is exercise so important for your body? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Ask students to name two different types of joints. Help them recall that their bodies have ball and socket joints, such as that in their shoulder. Their bodies also have hinge joints like that in their knees. Then, write the word joint on the chalkboard and read it aloud with students. ● Brainstorm the effects of someone who exercises vs. someone who does not. <p>To show evidence of meeting this standard, students may:</p> |

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| | | <ul style="list-style-type: none"> ● Write a short fiction story about a skeleton. Include in your story how important the skeleton is to the rest of the body. Plan, revise, and edit your story. Review it for organization, grammar, capitalization, punctuation, and spelling. You may use print and digital resources to edit, produce, and publish your work. ● Think of something that you would like to accomplish in sports or an exercise activity, but which needs practice. Then, using the Goal Setting Steps on the worksheet, set up a plan of action to reach that goal. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

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| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources | ELL Core Resources | Gifted & Talented Core Resources |

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| | <i>IEP/504/At-Risk/ESL</i> | | |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com

- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Career Readiness, Life Literacies, & Key Skills Practices & Description |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. |

- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They

plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Pacing Guide - Grade 4

| UNIT TITLE | UNIT OBJECTIVE | RECOMMENDED INSTRUCTIONAL DAYS |
|------------------------------|--|--------------------------------|
| Unit 1 - Community Safety | Identify what a community consists of. Explain why it is important to have laws to make your community a safer place to live. Discuss why it is so important to keep your community clean. Identify how to keep violence from happening in the community. | 1 Month (4 Lessons) |
| Unit 2 - Let's Talk Teeth | Explain the structure of the human mouth including the tongue and the teeth. Explain the different functions of the teeth. Assume responsibility for the day-to-day care of your teeth including avoiding substances that are harmful to you, your health, and your teeth. Develop respect for the ability of the dental profession to remedy a variety of dental problems. | 1 Month (4 Lessons) |
| Unit 3- The Digestive System | Explain the digestive system and identify factors that can help or harm the digestive process. Demonstrate responsibility for improving eating and exercise habits. Compare and contrast healthful and unhealthful dietary influences. Read and interpret information on three different types of product labels. Practice choosing foods that promote dental health, strong bones, and healthy muscles. | 1 Month (4 Lessons) |
| Unit 4- No Smoking | List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body. Explain the physical and psychological effects of addiction to tobacco. Analyze reasons | 1 Month (4 Lessons) |

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| | <p>why people start to smoke and find it hard to quit. Classify the pressures that influence your behavior as positive or negative and be able to support your conclusions. Apply decision making skills to determine the most healthful action when confronted with secondhand smoke.</p> | |
| Unit 5 - It's My Body | <p>Identify things that can hurt your body. Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion. Use the decision making steps to make a choice that will keep your body as safe as possible. Identify different feelings and examples of what can trigger those feelings. Analyze how our communication and actions reflect our emotions and our relationships. Predict the consequences of not telling someone you trust if you have been abused or harassed.</p> | 1 Month (4 Lessons) |
| Unit 6 - Be Cool, Keep Clean | <p>Describe how hormones affect body function, and state emotional changes during puberty. Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts. Set goals for keeping clean. Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body. Predict the consequences of ignoring the harmful effects of germs. Develop a positive body image.</p> | 1 Month (4 Lessons) |
| Unit 7- Stay Drug Free! Build Your Assets! | <p>Identify assets and sources of pressure which lead to drug experimentation. Evaluate the effectiveness of various methods of refusing negative pressures. Identify various drugs, classify them into categories, and explain the effects of each drug. Identify personal, long-term goals and formulate steps to reach them. Identify resources that you can trust in the community that can help with drug problems in the family. Predict the consequences of not getting help with a drug problem.</p> | 1 Month (4 Lessons) |
| Unit 8 - Puzzled About | <p>Define the immune system and discover how HIV destroys its</p> | 1 Month (4 Lessons) |

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| <p>Germ (HIV/AIDS)</p> | <p>ability to fight germs. Use decision making skills to choose behaviors which do not put you at risk of illness. Demonstrate to others your concern about the dangers of taking unhealthy risks. Identify positive qualities in yourself and those qualities that you would like to see in your friends. Practice resisting negative peer pressure, including pressures which put you at risk for HIV. Predict the consequences to a community that turns its back on those afflicted with a chronic illness such as AIDS.</p> | |
| <p>Unit 9 - Your Incredible Hearing Machine</p> | <p>Discover the amazing interdependence of the hearing parts of your body with your brain. Describe at least three ways you can help prevent injury or medical damage to your ears. Predict the consequences of not getting medical treatment for ear infections. Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it. Discover the role sound plays in our environment and safeguards from noise pollution.</p> | <p>1 Month (4 Lessons)</p> |
| <p>Unit 10 - Exercise!</p> | <p>Define physical fitness. Use the Decision Making Steps to determine an exercise plan tailored to your needs. Demonstrate the importance of exercise for the heart, lungs, and bones. Set goals for exercise for different parts of your body. Explain why a proper exercise program is valuable to your body. Practice exercising properly.</p> | <p>1 Month (4 Lessons)</p> |

KEARNY SCHOOL DISTRICT

Grade 4 Health

Unit 1 - Community Safety

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| UNIT GOALS <ul style="list-style-type: none"> ● Identify what a community consists of. ● Explain why it is important to have laws to make your community a safer place to live. ● Discuss why it is so important to keep your community clean. ● Identify how to keep violence from happening in the community. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | |

Performance Expectation/Student Learning Objectives:

- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular

exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| INTERDISCIPLINARY CONNECTIONS | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
|--|---|
| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is a community? ● What is conflict resolution? ● What is violence and how can it be prevented? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Create a city song. The lyrics of the song should recognize the city’s safety helpers and thank them for their part in keeping the citizens of the community safe. Next, have students put lyrics to movement. Students can act out the role of the safety helper incorporating movement with music. ● Have students create a model city that is safe and healthy. Include agencies discussed in this unit. Ask them to explain the location of each department and its contribution to the safety and health |

of the citizens in the community. Students may research additional safety considerations by examining district approved and reviewed websites.

- Using a word web, brainstorm all of the possible consequences of violence. Ask students to consider how violence impacts others. Students should be able to identify physical, mental, emotional, and social consequences. Include feeling words. Use the word web for ideas in creating a poem about the consequences of violence on personal and family health.

To show evidence of meeting this standard, students may:

- Hold a family meeting with as many family members as possible (a minimum of 2). Ask each family member to respond to the predicting consequences questions. Read the following idea and then read each question. Allow each family member an opportunity to share their ideas.
- After everyone has shared their ideas, write a short summary of the meeting. Idea: Predict what would happen in one month, one year, and in five years if everyone in your town/city used all their talents and resources to keep the community safe and healthy. Predicting
- Consequences Questions: 1. What might happen? 2. What information do I need to predict what might happen? 3. What information is available? 4. Based on the information, is the prediction likely, unlikely, or uncertain?
- Interview a smoker, non-smoker, and business owner in your area. Is the person for or against smoking in public places? _____ Does the person believe smoking is harmful? _____ Does the person believe secondhand smoke is harmful? _____ Where should people be allowed (if at all) to smoke? _____ Is the person aware of the dangers of smoking? _____ How should conflict between smokers and nonsmokers in public places be handled?

DIAGNOSTIC:

Journal

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| ASSESSMENTS | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

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| Supplemental Resources | | | |

Technology

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 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
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 - New Jersey Department of Education – www.state.nj.us/education
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques***

(IEP/504/At-Risk/ESL/Gifted & Talented)

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SOCIAL & EMOTIONAL LEARNING

Competencies:

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- Responsible Decision-Making
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Sub-Competencies:

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- Recognize one's personal traits, strengths, and limitations
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- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
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| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <p>Explain the structure of the human mouth including the tongue and the teeth. Explain the different functions of the teeth. Assume responsibility for the day-to-day care of your teeth including avoiding substances that are harmful to you, your health, and your teeth. Develop respect for the ability of the dental profession to remedy a variety of dental problems.</p> | <p>Career Readiness, Life Literacies, & Key Skills Practices & Description</p> |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving |

them.

- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 4 - Health

Unit 2 - Let's Talk Teeth

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| UNIT GOALS <ul style="list-style-type: none"> ● Explain the structure of the human mouth including the tongue and the teeth. ● Explain the different functions of the teeth. Assume responsibility for the day-to-day care of your teeth including avoiding substances that are harmful to you, your health, and your teeth. ● Develop respect for the ability of the dental profession to remedy a variety of dental problems. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. | |
| Comprehensive Health & Physical Education Practices | | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their | | |

decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health

exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7
 - 9.4.2.GCA:1
 - 9.4.2.IML.3

CONTENT:

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| | <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● How do teeth differ? ● Why is it important to learn refusal skills? ● What are the steps for keeping your mouth and teeth safe and clean? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Using modeling clay, have students create a clay model of the upper or lower parts of the mouth. Working in pairs, students should have the model match the number of teeth of one of the partners. Each tooth should be labeled “molar,” “cuspid,” or “incisor.” ● Have students create posters on different aspects of tooth anatomy and tooth care. For example, one poster might show the various parts of the tooth, another might explain flossing, another might explain the steps to having a cavity filled, or why sealants are important in preventing cavities. Explain that posters should be targeted at explaining dental care to younger students. ● Encourage the class to write a letter to Dr. Smartstuff (pediatrician) to pass on to his friend Dr. Molar (dentist) with any questions about the material covered in the lessons, or any other questions about their great bodies. Dr. Molar would be especially happy to get questions about Teeth! |

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| | | <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Focus on the importance of smiling. Think of as many interesting reasons why different people smile and include one of these reasons in a poem. And draw a picture of your beautiful smile! ● Have students create goals for incorporating better dental hygiene care into their daily routines. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

**Differentiated Student Access to Content:
Teaching & Learning *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
|---|---|---|---|
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org

- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- Rights, Respect, Responsibility-<https://3rs.org/>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | |
| | | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable | | | | |

and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or

informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Grade 4 Health

Unit 3 - The Digestive System

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Explain the digestive system and identify factors that can help or harm the digestive process. ● Demonstrate responsibility for improving eating and exercise habits. ● Compare and contrast healthful and unhealthful dietary influences. ● Read and interpret information on three different types of product labels. ● Practice choosing foods that promote dental health, strong bones, and healthy muscles. | | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| <p>Physical Wellness (2.2) Disciplinary Concept:</p> | | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. | |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses | |

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| | strengths, needs, and culture. |
| Safety (2.3) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. |
| Comprehensive Health & Physical Education Practices | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. ● Communicating clearly and effectively (verbal and nonverbal) <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. ● Resolving conflict | |

- Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic

standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

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| ESSENTIAL QUESTIONS | | <ul style="list-style-type: none"> ● What organs are included in the digestive system? ● What is a calorie? ● What do food labels include and why are they important? |
| INSTRUCTIONAL ACTIVITIES | | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Choosing the right kinds of food can decrease the risk of having many health problems. Your group is to design a skit, poster, or song which will convince other students of the value of eating foods that are known to help prevent disease. Foods high in fat, sugar, and salt can increase the risk of diseases like heart disease, certain cancers, and type 2 diabetes. ● Have students draw their own diagrams of the digestive organs. You may wish to have them cut digestive organs out of colored construction paper and glue together on a piece of poster board, or staple together to create a figure that can hang on a door or bulletin board. ● Explore the website and search for the Dietary Guidelines and recommended number of servings for various age groups, activity levels, and gender. Create a poster to explain the meaning of each guideline and suggested number of servings. For students who are vegetarians, encourage them to locate the guidelines for a vegetarian diet and reflect vegetarian or vegan food selections on their poster. <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Look up the phone numbers of various local organizations which can help with an eating disorder. Also include at least two trusted adults in your list. ● Use the Fitness Pyramid to make a physical activity plan for you and your family. ● Plan a meal with an adult which will help your teeth, bones, and muscles. Prepare the meal with the adult. Fill out a meal plan and present it to the class. |
| | DIAGNOSTIC: | Journal |
| | FORMATIVE: | Reinforcement Activities |

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|-------------|--|-----------------------|
| ASSESSMENTS | <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <i>Technology</i> | | | |
| <ul style="list-style-type: none"> ● | | | |

Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - Rights, Respect, Responsibility-<https://3rs.org/>
 - <https://amaze.org/>
 -

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|
| | Diversity & Inclusion: <i>N.J.S.A.</i> | | Amistad Law: | | Holocaust Law: | | LGBT & Disabilities | | Standards in Action: |
|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|

| | | | | | | | | | |
|---|---------------------|--|---------------------------------------|---|--------------------------------|--|--|--|-------------------|
| | <i>18A:35-4.36a</i> | | <i>N.J.S.A. 18A 52:16A-88</i> | | <i>N.J.S.A. 18A: 35-28</i> | | <i>Law: N.J.S.A. 18A: 35- 4.35</i> | | Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root | | | | | |

cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 4 - Health

Unit 4- No Smoking

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body. ● Explain the physical and psychological effects of addiction to tobacco. ● Analyze reasons why people start to smoke and find it hard to quit. ● Classify the pressures that influence your behavior as positive or negative and be able to support your conclusions. ● Apply decision making skills to determine the most healthful action when confronted with secondhand smoke. | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. |
| <p align="center">Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences |

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| | <p>but there are resources available for individuals and others affected by these situations.</p> |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). |

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

They identify who, when and where, or how to seek help for oneself or others when needed.

- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)

- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

**Recommended Activities, Investigations, Interdisciplinary Connections,
and/or Student Experiences to Explore NJSLS-CHPE within Unit**

ESSENTIAL QUESTIONS

- What chemicals are found in cigarettes?
- How do smokers lungs differ from non-smokers lungs?
- What diseases are smokers more likely to get?
- What is second hand smoke?
- How does advertising affect cigarette consumption?

**INSTRUCTIONAL
ACTIVITIES**

GBS Lessons 1-4

- Have students work with a partner to make life-size models of a pair of healthy lungs and the lungs of someone who has smoked for many years. Encourage students to refer to resource materials about the lungs and respiratory system for accurate details. They will also need clay or modeling dough, paint, tools for sculpting, and materials such as paper towels or toilet tissue tubes, thick straws, or pieces of old hose for the trachea and bronchi. Several drops of red, blue, and green food coloring mixed with a little petroleum jelly make an effective “tar.”
- Ask students what a Public Service Announcement, or PSA, is. Explain that a PSA is a radio or television commercial designed to teach people something, or to promote positive behaviors, not to sell a product or make money.
- Have students work in pairs to role-play a situation in which one friend tries to educate others about the risks of smoking. Suggest that they use the body model, this issue of THE GREAT BODY SHOP, and everything they have learned so far. If a recorder is available, students may want to record their encounters to play back and discuss afterward.

To show evidence of meeting this standard, students may:

- Interview a tobacco user

| | | |
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| | | <ul style="list-style-type: none"> ● Write a letter to someone they love that smokes. ● There are laws against smoking in most public places. List places in your community (such as the library, grocery store, doctor's office, post office, mall, fast food restaurant) that you and your family visit regularly. As you visit each place, find out if there is a smoking regulation and what it is. Is smoking permitted at all? Are there designated smoking and non-smoking sections? How do they let patrons know? |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

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|---|--|-----------------------|-------------------------------------|
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 - www.Thegreatbodyshop.net

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

Supplemental Resources

Technology

-

Other

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 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
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- Rights, Respect, Responsibility-<https://3rs.org/>
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-

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Recommended *Strategies & Techniques*
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SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
|--|--|--|---|--|--|--|--|--|--|

Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community members and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or

problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 4 Health

Unit 5 - It's My Body

| | | |
|---|--|-----------------------------------|
| UNIT GOALS <ul style="list-style-type: none"> ● Identify things that can hurt your body. ● Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion. ● Use the decision making steps to make a choice that will keep your body as safe as possible. ● Identify different feelings and examples of what can trigger those feelings. ● Analyze how our communication and actions reflect our emotions and our relationships. ● Predict the consequences of not telling someone you trust if you have been abused or harassed. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. | |

- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular

exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| INTERDISCIPLINARY CONNECTIONS | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is a support system? ● How can you express anger in a healthful way? ● What is sexual harassment? ● What is assertive communication? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Practice taking responsibility for oneself in potentially dangerous situations, calling for help if unable to handle a situation alone. |

- Divide students into small groups. Have them imagine that they are counselors at a camp for six year olds. Each group is to create a safety program designed to teach their campers about a single safety issue.
- Suggest the following:
 - the dangers of picking up unsafe things such as hypodermic needles or guns
 - standing outside in a lightning storm
 - swimming alone not wearing seat belts
 - what to do in case of fire
- The “safety program” can be a skit, pamphlet, song, poster, or speech.
- Have students jump rope or bounce a ball to the rhythm of the following rhymes. Remind students that jumping skills require bending the knees and jumping on balls of the feet.
- Increase the level of difficulty for jump rope skills by having students move into and out of a rope turned by others. Then, challenge them to create their own raps, jingles, or rhymes about handling dangerous things or situations to keep from getting hurt. Encourage students to use their Student Issue to review vocabulary and key concepts addressed in the unit.

To show evidence of meeting this standard, students may:

- To be responsible means that people can depend on you for certain things. A responsibility is something you are expected to do. It is your job. You probably have more responsibilities now than you did when you were younger. You know more, you have more common sense, and you are more mature. Create a chart by listing your responsibilities at home and those things.
- We’ve been talking about getting help when we’ve got problems we can’t handle on our own. You have learned that everyone—even adults—needs others to help them from time to time. Please fill in stars on a piece of paper with the people you can turn to for help.

Answer the following:

1. Your parents don’t allow you to watch movies with a lot of violence or cursing in them. One day when you’re at your friend’s house, she puts in a video. After five minutes, you know that this is a movie your parents would not allow you to see. What do you do?
2. You’re at the mall, waiting for a friend. A woman asks if she can take your picture. She

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| | | asks you to come to her office to fill out some papers first. What do you do? 3. A kid at school keeps pinching or hitting you whenever you walk by. The kid may be just teasing, but the touching really bothers you. What do you do? |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

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| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |

- The Great Body Shop
 - www.Thegreatbodyshop.net

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Rights, Respect Responsibility-<https://3rs.org/>

- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | | | | |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or | | | | | | | | |

problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 4 Health

Unit 6 - Be Cool, Keep Clean

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Describe how hormones affect body function, and state emotional changes during puberty. ● Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts. ● Set goals for keeping clean. ● Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body. ● Predict the consequences of ignoring the harmful effects of germs. ● Develop a positive body image. | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Puberty is a time of physical, social, and emotional changes. ● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. ● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic feelings, mood swings, timing of pubertal onset). ● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, |

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| | <p>hopelessness, anxiety).</p> <ul style="list-style-type: none"> ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). |
| <p>Comprehensive Health & Physical Education Practices</p> | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. ● Communicating clearly and effectively (verbal and nonverbal) <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and | |

presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.

- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
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 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform

and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

**Recommended Activities, Investigations, Interdisciplinary Connections,
and/or Student Experiences to Explore NJSLS-CHPE within Unit**

ESSENTIAL QUESTIONS

- What is puberty?
- How do hormones affect you?
- What is hygiene?
- How do you create a positive body image?

**INSTRUCTIONAL
ACTIVITIES**

Always Changing Puberty Video

GBS Lessons 1-4

- Have each student come up with a new hygiene or cosmetic product. Students are to name their products and design an ad for them (either TV, radio, or print) telling consumers about the product. Students should be encouraged to design packaging and labeling for the product.
- Ask students to describe the traits of a best friend. Qualities may include: being respectful and loyal, sharing, being helpful, common interests, etc.
- Next, ask students to describe the traits of a family, positive and negative, and write them on the board. Qualities may include: love each other, take care of each other, help keep family members healthy and safe, could invade privacy, have to follow rules that you don't want to, and arguments with siblings, etc.
- Introducing the word: responsible. Explore what it means to be a responsible friend. Ideas include: encouraging a friend to make healthy choices, helping a friend to resist peer pressure, not teasing or bullying, etc. Discuss how responsibility is demonstrated in the family. Ideas include: doing chores, helping, following family rules, etc.

To show evidence of meeting this standard, students may:

- Create a self care and hygiene chart
- Write ten things about yourself that you like. Be sure to list at least three positive things about your own special body, as well as special talents. (Use the back of this page if you need more room.)

Diversity & Inclusion Law: N.J.S.A. 18A:35-4.36A

- Activity 1: Differences
- Activity 19: Identity
- Portfolio 4: Appreciate Our Differences

ACTIVITY 1: DIFFERENCES

Objective: To explain individual differences in body types and maturation levels

English Language Arts: 56

Read “Differences,” located in the Student Issue.

Ask: *Think about a fruit tree or flowering bush. Do all of the blooms blossom at the same time? (No.) Does all of the fruit ripen at the same time? (No.)*

Explain: *Plants have signals that tell flowers to start blooming and fruit to start ripening. However, some start early, some start late, and some start all together.*

This is also true of puberty. Some people start puberty before others and some start later. This is a normal part of growing up. It also happens as our body is maturing. Sometimes the feet grow first. Other times it is the hands, legs, or some other body part. This can make us feel awkward for a while, until the other body parts catch up. Sometimes people use these differences to make fun of other people or tease them. It is important to have empathy, which is the ability to understand and share the feelings of another. Why would empathy be important during this awkward time in your lives? What could we do to support someone who might be progressing through puberty differently?

Using assorted art materials, have students illustrate the concept of individual differences during maturation. The drawing or painting should reflect the normalcy of various developmental rates and the value of accepting others. For those students who are intrapersonal, ask them to describe ways their illustration can show positive feelings toward differences. Discuss with students the importance of respecting diversity and individual differences. Explain the harmful consequences of teasing and name calling. Puberty is a sensitive time, when many kids are easily embarrassed and hurt by harmful teasing. Share with students how to demonstrate respect and appreciation for individual differences.

Check for understanding and encourage students to ask questions. Remind students that asking for clarification and further explanation is an important skill to help ensure their understanding of the information presented.

Performance Standards:

Yes No

bb 1. Did students explain how their illustration shows differences in maturation?

bb 2. Did students' illustrations reflect a positive attitude toward various developmental differences?

bb 3. Did students explain how to show empathy and support for those progressing through puberty differently?

ACTIVITY 19: IDENTITY

k **Objective:** To define gender expression, identity, and sexual orientation and how to show tolerance and respect for individual differences.

English Language Arts: 56

Begin the class by having a discussion about gender roles.

Ask: *Do you think it is easier to be a male or a female? Why?*

Encourage the class to discuss this at length; some answers will be more mature than others. Gather information on how much they may know about gender roles and identity and how they have changed throughout the years.

Explain: *Let's talk more specifically about the characteristics of people. We are going to brainstorm three lists of characteristics that we think are typically male or typically female.*

Have students work independently or in small groups.

Instruct students to draw a chart titled, "Physical Appearance." Then make two columns, one labeled "male" and the other labeled "female."

Explain: *On this chart, list what you think are typically male and typically female physical characteristics. This could include physical traits they may have been born with or grow into, the way they dress, or anything else that makes you think*

they are or appear male or female. Think about characteristics of people of all ages, kids and adults. If you have comments or disagreements save them until the end of the brainstorming.

Answers will vary and represent various historical stereotypes.

Student responses may include: Males have a penis and scrotum, facial hair, body hair, are strong and have big muscles, and dress in pants and shirts; Girls have breasts and a vagina, body hair, have smaller muscles, wear pants and dresses.

After students answer the question individually make a master list on the board.

Now, have students draw the same chart only this time label it “Behaviors.” Have students brainstorm all of the behaviors of a typical male and typical female. Answers will vary and represent various historical stereotypes.

Student responses may include: males act tough, play contact sports, get into physical fights, like being in charge and/or leaders; females are delicate, care about their physical appearance, and cry easily. When students are finished with the individual lists, make a master list on the board.

Next, have students draw the chart again and this time put “Likes and Dislikes.” Again, answers will vary and represent various historical stereotypes.

Students' responses may include: males like cars and computer games, like action movies, dislike playing with dolls; females like “chick flicks,” like doing arts and crafts, and dislike getting dirty. Again, make a master list.

Now, have students look at the columns of all three charts. Have them circle any of the items on their charts that they think could be characteristics of both male and female. After students have completed the task, ask for a few students to share their answers and circle them on the master list.

Explain: *Now, we will have time for discussion. Before we do, we need to define two terms that will be important to our discussion: biological sex and gender expression. Very simply put, biological sex is the sex that a person is born with, either male or female. How a person chooses to express feeling male or female, is called gender expression. For instance, someone whose biological sex is male may like things that are thought of as typically male or enjoy doing things that are typically thought of as female. That would be another form of expression. A female dressing in a way that is thought of as male would still be another example of a person expressing their gender.*

Discuss the charts, give students time and room to agree or disagree. Encourage them to use the terms biological sex and gender expression. Redirect students to avoid stereotypes. Intervene when you hear students make blanket statements such as, all boys who do this or act like this are _____, or all girls who dress or act like this are _____.

Ask: *Do you agree or disagree with anything on our master list?*

Ask: *What might people or society say about someone who has many traits and behaviors of someone who is the opposite biological sex. For example, a female who dresses like a male or a male who enjoys things that are thought of as typically female?*

Answers will vary from positive to negative and will likely represent various stereotypes. Explain to students that stereotype roles refer to the way society expects people to act based on being male or female. Students may use the terms gay, lesbian, or transgender. Students may not have the language to define these terms, especially transgender. They may say, “the guy likes guys or the guy wants to be a girl.” Redirect put-downs and disrespectful language as needed.

Explain: *Sometimes, we make assumptions about people by how they express themselves. An assumption is the belief that something is true, without proof or confirmation. Sometimes it is true and sometimes it is not.*

Explain: *You may hear people use the terms gay, lesbian, bisexual.*

Ask: *What does it mean to be gay, lesbian, or bisexual? This refers to someone’s sexual orientation, which is a feeling of romantic attraction to another person of the same or opposite gender. A female who is attracted to other females usually identifies as a lesbian. A male who is attracted to another male, usually identifies as gay, and a person who is romantically attracted to both males and females usually identifies as bisexual. This may be something that describes them but it is not everything the person is. Only the individual can say that they identify as being gay, lesbian, or bisexual. It is not a decision to be made by someone else. Remember, it can also not be assumed because of the way a person expresses themselves-dresses, looks, acts, talks-or by his/her interests.*

Ask: *What does it mean to identify with something? (to think that role is true for you)*

Explain: *It is the answer to the question, “who am I”? You may or may not know the answer right now, but how you identify yourself is a big part of who you are. It is your inner self and who you feel like you are at this time.*

Explain: *Let’s look at other ways people identify themselves.*

Ask: *What are some roles people your age may identify with?*

Student responses may include: jock, nerd, brainy, fashionista, popular, goth, techy, and gamer.

Ask: *If roles are self-imposed, meaning the person says that this is the way they identify, how would it be different if someone else referred to them as such? Do you think it would be hurtful? When might it create a sense of pride?*

Ask students to give examples using the name of the role, not naming an individual person. Remind students that imposing labels on others and/or making fun of people for not acting the way society expects them to act is disrespectful and hurtful.

Explain: *For most people their identity of being male or female matches their biological sex, their anatomy, but for some people it does not. Transgender people feel that they identify with a gender that is different from their biological sex. For instance, a person who is born a male may feel a female identity. In this case, the biological sex does not match the person's identity and that person may choose to live as a female so their inner feelings match their outside appearance.*

Explain: *We all identify in our own certain way and have different ways of expressing ourselves, and that is okay.*

Ask: *What is the benefit of being accepting or being tolerant of all of the ways people may identify themselves? (get to know people better, appreciate others, and appreciate ourselves)*

Explain: *Remember, we are all different in some unique way. The key is to show respect and tolerance regardless. We can do this by being kind and supportive of others.*

Write on the board “Be Supportive, Be Respectful, Be Active”

Explain: *Be Supportive: Everyone needs support especially if they are going through a tough time or if they are feeling different from others. We all experience tough times and can benefit from kind words and a helping hand. Be Respectful: Consider your words before you speak. Ask yourself, “would I like to be treated this way?” Be Active: What can you do today to demonstrate kindness, tolerance, respect, and support for others? Remember, tolerance means being respectful even when someone's beliefs, opinions, actions, or behaviors may be different from yours.*

Have students work with partners to brainstorm ideas of what they can do as individuals and as a school community to show kindness, respect, tolerance, and support of others.

Have students share their lists of ideas and suggestions with the class.

Explain: *Now, it is time to put our words into action. Look at the long list of ideas and suggestions. Think about one action step you can take today to demonstrate kindness, respect, tolerance, and support of others. Complete this sentence frame: Today, I will _____ to demonstrate kindness, respect, tolerance, and support of others.*

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| | <p>Alternative: Ask students to write a journal reflection or essay on how they can demonstrate kindness, respect, tolerance, and support of others, at school and at home.</p> <p>Provide the opportunity for students to ask questions about information presented in class. Encourage students to respond to others' questions or comments and reflect on their own views regarding the topic. Remind students that listening to diverse points of view and asking questions for clarification and further explanation are important skills to help ensure their understanding of information presented. Encourage students to talk with a trusted adult if they have more questions about today's topic.</p> <p>Performance Standard:</p> <p>Yes No</p> <p>bb 1. Did students explain the difference between biological sex and gender expression?</p> <p>bb 2. Did students define sexual orientation?</p> <p>bb 3. Did students identify ways to demonstrate tolerance and respect for individual differences?</p> | |
| <p>ASSESSMENTS</p> | <p>DIAGNOSTIC:</p> | <p>Journal</p> |
| | <p>FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i></p> | <p>Reinforcement Activities</p> <p>Portfolio</p> <p>Homework</p> |
| | <p>SUMMATIVE: <i>To show evidence of meeting the standard/s, students</i></p> | <p>End of Unit Quiz</p> |

| | |
|------------------------------------|--|
| <i>will successfully complete:</i> | |
|------------------------------------|--|

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|--|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org ○ American Heart Association – www.americanheart.org ○ American Red Cross – www.redcross.org Body and Mind – www.bam.gov/ ○ Brainpop jr. - www.brainpopjr.com ○ Center for Disease Control (CDC) – www.cdc.gov ○ Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org ○ Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com ○ Education World – www.educationalworld.com ○ Food Guide – www.MyPyramid.gov | | | |

- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Rights, Respect Responsibility-<https://3rs.org/>
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts

- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
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| | | | | | | | | | |
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| X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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Career Readiness, Life Literacies, & Key Skills Practices & Description

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate

these risks.

- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY DISTRICT
Grade 4 Health
Unit 7 - Stay Drug Free! Build Your Assets!

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| UNIT GOALS <ul style="list-style-type: none"> ● Identify assets and sources of pressure which lead to drug experimentation. ● Evaluate the effectiveness of various methods of refusing negative pressures. ● Identify various drugs, classify them into categories, and explain the effects of each drug. ● Identify personal, long-term goals and formulate steps to reach them. ● Identify resources that you can trust in the community that can help with drug problems in the family. ● Predict the consequences of not getting help with a drug problem. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. | |

Performance Expectation/Student Learning Objectives:

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self

- Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What are depressants and stimulants? ● Where can you go if someone in your family has a drug problem? ● What are some pressures of doing drugs? ● Why is it important to have family support? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Ask students to design a poster of their own that shows the importance of being drug-free. Students might use one of the following slogans or create a new slogan of their own. Encourage them to illustrate the posters. Then, display the posters in the classroom or the school library. As an alternative to displaying the posters in the classroom or school library, you may wish to arrange for students to display their posters in a first or second grade classroom. Students can bring their posters into the classroom, display them, and tell the younger students why it is important to remain drug-free. <ul style="list-style-type: none"> ○ You're a dope if you take dope. ○ I like being me—I don't do drugs! ○ Cigarettes can make your life go up in smoke. ○ Don't trash your body—Stay away from drugs and alcohol. ● Share with students the school policies related to alcohol, tobacco, and other drugs. Distribute the worksheet, The School Newspaper. Invite students to pretend that they are writing for a school newspaper. Ask them to write a cover story telling why students in their school should decide to remain drug-free. Encourage them to use what they learned in this lesson to write their story. Students can then draw an anti-drug cartoon in the box provided at the bottom of the page. ● Have students plan, revise, and edit written work. Ask students to review their story for organization, grammar, capitalization, punctuation, and spelling. |

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| | | <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Create a “Just say no” Commercial ● A goal is something you want and must work toward. A goal can be something you want to happen tomorrow or 20 years from now. What are some of your goals? List them. Then, write down some of the steps you can take to reach each goal. Finally, write down what might happen to your goals if you took drugs. ● Where can you find help? <ul style="list-style-type: none"> ○ Look in your phone book at home or do a search on the Internet. Make a list of the names and phone numbers of local organizations and community groups that could be contacted as a resource for people with drug and alcohol problems. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

**Differentiated Student Access to Content:
Teaching & Learning *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
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- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
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(IEP/504/At-Risk/ESL/Gifted & Talented)**

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SOCIAL & EMOTIONAL LEARNING

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- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
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Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in

participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid

barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT
Grade 4 - Health
Unit 8- Puzzled About Germs (HIV/AIDS)

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| UNIT GOALS <ul style="list-style-type: none"> ● Define the immune system and discover how HIV destroys its ability to fight germs. ● Use decision making skills to choose behaviors which do not put you at risk of illness. ● Demonstrate to others your concern about the dangers of taking unhealthy risks. ● Identify positive qualities in yourself and those qualities that you would like to see in your friends. ● Practice resisting negative peer pressure, including pressures which put you at risk for HIV. ● Predict the consequences to a community that turns its back on those afflicted with a chronic illness such as AIDS. | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| Safety (2.3) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). |

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

**INTERDISCIPLINARY
CONNECTIONS**

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7

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| | <ul style="list-style-type: none"> ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is HIV and AIDS and how are they transmitted? ● What does it mean to be involved in “risky behavior”? ● What is it called when germs pass from one person to another? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Brainstorm in small groups to make a plan to practice good, personal hygiene skills to avoid communicable diseases, including HIV. ● Have students work in small, cooperative groups of three or four. Invite each group to design and create a poster that tells why the immune system is important. ● Explain that the blood cells in the body work together as a team. Illustrate the body’s teamwork by engaging students in the following activity. Define playing area. Students join hands or elbows with a partner. At no time are they to break hands/elbows. Of the two, only one partner is the tagger. Partners move together and tag other partner groups making a total of 20 tags. Partner |

groups may not tag the same partner group twice until they tag a different partner group. When 20 tags are made the partner group goes to the middle of the activity area, does 20 jumping jacks and gives each other a high five. They then rejoin the game and start over. The partner who was not the tagger becomes the tagger.

To show evidence of meeting this standard, students may:

- It's important to care for your body to keep it germ-free. Germs that get into your body can make you sick! Write four "rules to live by" that can help you keep germs out of your great body. Draw a picture for each rule.
- I know it is important to be a responsible person. Being responsible includes caring for my own health and wellbeing, showing consideration for friends and family, and trying to make the world around me a better place. Here are some of the things I can do to become a more responsible person. I will . . .
- Kent and Shayla are students at the same school. They are both in fourth grade. They both like sports, and they are both very good at math. But in some ways they are very different.
- Read about their differences below. Then answer the questions that follow. (Use the back of this page if you need more room.)
 - Kent thinks it might be "cool" to try drugs
 - Kent has been thinking about asking a friend to give him a tattoo.
 - Kent likes to pick up odd things he finds at the park—like old syringes.
 - Shayla thinks using drugs is dangerous
 - Shayla had her ears pierced by a professional who used a new, clean needle.
 - The only thing that Shayla likes to do in the park is play baseball and roller skate!
- What similarities and/or differences seem important? Why? What conclusion can I make?
- Who is at risk of getting HIV? Why is that person at risk?

DIAGNOSTIC:

Journal

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| ASSESSMENTS | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Rights, Respect Responsibility-<https://3rs.org/>
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> | | | | <p>Career Readiness, Life Literacies, & Key Skills Practices & Description</p> | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the | | | | | |

problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 4 Health
Unit 9 - Your Incredible Hearing Machine

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| UNIT GOALS <ul style="list-style-type: none"> ● Discover the amazing interdependence of the hearing parts of your body with your brain. ● Describe at least three ways you can help prevent injury or medical damage to your ears. ● Predict the consequences of not getting medical treatment for ear infections. ● Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it. ● Discover the role sound plays in our environment and safeguards from noise pollution. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are actions that individuals can take to help prevent diseases and stay healthy. | |

Performance Expectation/Student Learning Objectives:

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
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- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being

- Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology

applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

ESSENTIAL QUESTIONS

- What are the major parts of the ear and how do they work?
- What is sign language?
- What is a hearing impairment?

INSTRUCTIONAL ACTIVITIES

GBS Lessons 1-4

- Display the musical instruments and have students explore them and practice using them. Explain: You know that music can affect the way that people feel. The sounds of musical instruments can be soothing and relaxing, exciting and stimulating, or annoying and irritating. Let's experiment with these musical instruments to see what kinds of sounds we can make!
- Invite groups of students to take turns using the musical instruments. Challenge them to use the instruments to make soft, soothing sounds. Then, have them create loud, irritating sounds with the instruments. Invite the classmates who are listening to the musical instruments to describe the feelings they get from each sound.
- Have students work as partners. Invite each pair to pretend that they are a person's ears. Have them imagine that they can talk and ask them to decide what they would say to their "owner" about good ear care.
- Encourage students to have fun with this activity, making up dialogue in which they talk to their "owner" in lively and entertaining terms. When partners are ready, invite them to stand together at the front of the class and present their dialogue to their classmates.
- Invite students to play a game of tag in the gym or on the playground. Before the game begins, mark off a large circle on the gym floor or on a level surface on the playground. Then share the following rules of the game with students:
 - The person who is "it" is blindfolded.
 - All players must stay within the circle.
 - The blindfolded person stands at the center of the circle and spins around several times so that he or she loses a sense of direction.
 - The blindfolded person must then try to "tag" someone in the circle.
 - Whenever the blindfolded person says "Call!" the other players must reply "Here!"
 - The object of the game is for the blindfolded person to tag someone by using his or her sense of hearing, not sight.

To show evidence of meeting this standard, students may:

- You know how important it is to take care of your ears. Now, work with the members of your family. Talk about ways that you can help protect everyone in the family from ear injuries and infections. Then, write five rules that family members can follow to help protect their "incredible hearing machines."

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| | | <ul style="list-style-type: none"> You know how important your sense of hearing is, and you've experimented with how it feels to go without hearing for a period of time. Now, think about the challenges that hearing-impaired people face. List some acts of kindness and patience that you could offer a person with a hearing impairment. |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|--|-----------------------|-------------------------------------|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |

- The Great Body Shop
 - www.Thegreatbodyshop.net

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

Supplemental Resources

Technology

-

Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
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 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Rights, Respect Responsibility-<https://3rs.org/>

- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
-

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

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SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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|---|--|--|---|--|--|--|--|--|--|
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider | | | | | |

unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 4 Health

Unit 10 - Exercise!

| | | |
|--|---|------------------------------------|
| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Define physical fitness. ● Use the Decision Making Steps to determine an exercise plan tailored to your needs. ● Demonstrate the importance of exercise for the heart, lungs, and bones. ● Set goals for exercise for different parts of your body. Explain why a proper exercise program is valuable to your body. ● Practice exercising properly. | | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| <p align="center">Physical Wellness (2.2) Disciplinary Concept:</p> | | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. ● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). ● Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age | |

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| | <p>appropriate physical activities.</p> <ul style="list-style-type: none"> ● Personal and community resources can support physical activity. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. ● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. ● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. ● 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). ● 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. ● 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, |

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| | <p>aerobics, yoga).</p> <ul style="list-style-type: none"> ● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community |
| <p>Comprehensive Health & Physical Education Practices</p> | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. ● Communicating clearly and effectively (verbal and nonverbal) <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. | |

- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals

- Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

| | | |
|---------------------------------|--|---------|
| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● How do you know if someone is physically fit? ● Why is exercise so important? ● Why is stretching important? | |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <p>Think about how you want to improve the different parts of your body. Then, write some fitness goals for each body part.</p> <ul style="list-style-type: none"> ● Have the class use the following guidelines to design a workout routine for the class. After all students have memorized the routine, allow students the opportunity to teach their workout routine to small groups of younger children. Students may even wish to put the workout routine to music. <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Invite students to bring in CDs or mp3s of their favorite music. Screen for appropriateness. ● Play a wide variety of the music in class and have students dance, run in place, and do calisthenics in a way that they feel works best with each song. Make sure students have adequately warmed up and stretched before starting this activity and include a cool down and stretching period after the exercise. When students have finished exercising, invite them to tell how the music made them feel as they moved. Discuss with them which beats were the best for active exercising and which were the best for cooling down and stretching. ● Ask students to estimate the number of steps they think they will take in class today. Pass out and calibrate pedometers. Have students wear the pedometers all day and complete the following: <ul style="list-style-type: none"> ○ Record the actual number of steps taken. ○ Determine if the actual number of steps taken is more or less than their estimate. ○ Record the difference between the actual steps taken and the estimate. | |
| | DIAGNOSTIC: | Journal |

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|-------------|---|---|
| ASSESSMENTS | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

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 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
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**Differentiated Access to Student Content:
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| | | | | | | | | | |
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|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|

| | | | | | | | | | |
|---|---------------------|--|---------------------------------------|---|--------------------------------|--|--|--|-------------------|
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| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root | | | | | |

cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

| | | |
|--|---|---|
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Pacing Guide - Grade 5

| UNIT TITLE | UNIT OBJECTIVE | RECOMMENDED INSTRUCTIONAL DAYS |
|-------------------------------|---|--------------------------------|
| Unit 1 - First Aid Facts | Explain the importance of being of service to others in a time of need. Explain the methods of handling first aid for a range of common minor emergencies. Explain the importance of developing first aid skills. Identify the roles of public safety groups and how to access each for help. Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards. | 1 Month (4 Lessons) |
| Unit 2 - Brainstorms! | Describe the structure and different functions of the brain. Name the different parts of the central nervous system and explain how they work. Develop respect for the way the brain receives information from the nervous system. List the causes and effects of head injuries and various disorders of the brain. Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain. | 1 Month (4 Lessons) |
| Unit 3 - You Are What You Eat | Explain the basic nutritional guidelines. Explain the nutritional needs of individuals based on age, gender, activity level, and state of health. Predict the consequences of maintaining your current diet without any change until you reach the age of your parents. Analyze why the community needs a Department of Health office. Assess the knowledge level of the community regarding nutrition, using everything you | 1 Month (4 Lessons) |

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| | have learned about nutrition. | |
| Unit 4 - Love Your Lungs! | Identify the major organs of the respiratory system and describe what they do. Describe the value of making the healthy choice to remain tobacco free. Discuss major respiratory diseases (including asthma) and explain their impact on the community. Discover the effects of smoking on the lungs. Explain community risk factors for lung disease. Identify community agencies which are connected with community and respiratory health. | 1 Month (4 Lessons) |
| Unit 5 - Those Crazy, Mixed-up Emotions | Describe human emotions and their effects on the body. Express emotions appropriately through communication skills. Make acting responsibly a priority in your behavior by making a class commitment. Develop respect for the importance of a support system. Explain how to recognize and avoid risky situations involving personal safety. Practice assertiveness, refusal skills, and locating resources for help in the community. Distinguish between appropriate, inappropriate, and confusing touches and secrets. | 1 Month (4 Lessons) |
| Unit 6 - Growing Up | Explain the endocrine system, including major glands and the role hormones play in stimulating body functions. Identify the biological differences between boys and girls. Compare the physical and emotional similarities between boys and girls during puberty. Identify the connection between good hygiene, your appearance, and feeling good about the way you look. Analyze influences of consumer products for hygiene and appearance. Identify health and safety values that demonstrate maturity. Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors. | 1 Month (4 Lessons) |

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| Unit 7 - Danger Ahead: The Truth About Drugs | Define the terms drug use, drug misuse, and drug abuse, and identify the short- and long-term effects of different categories of drugs on the body. Describe reasons for abusing drugs and how drug abuse by one member affects the whole family. Analyze why drug abuse on the part of one family member can make the whole family feel guilty, ashamed, and embarrassed. Identify the ways in which some advertising promotes drug use. Compare and contrast the life of someone who chooses to be drug free with the life of someone who chooses to drink, smoke, and take drugs. | 1 Month (4 Lessons) |
| Unit 8 - About Blood and HIV | Describe how your circulatory system works. Predict the consequences of risky behaviors which affect our circulatory system, including smoking cigarettes, eating foods with high fat and salt contents, taking drugs, and drinking alcohol. Analyze the importance of immunization. Analyze how HIV can and cannot be transmitted. Define compassion and empathy. | 1 Month (4 Lessons) |
| Unit 9 - All the Right Stuff | Demonstrate responsibility for checking out advertising claims before making purchasing decisions. Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decision to buy. Discuss how your values affect your consumer behavior. Identify resources for judging the quality and health risks that might be present in the goods you buy. Explain what a budget is, how it works, and why it is an important tool for financial success. | 1 Month (4 Lessons) |
| Unit 10 - Bones and Muscles | Describe various functions of the skeletal system. Identify the three muscle types and their functions. Show how important you feel your body is by making choices that require physical activity. Describe perfect environments in which to perform specific physical activities. Use the | 1 Month (4 Lessons) |

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| | <p>decision making process to choose alternative physical activities when the environment is unhealthful or dangerous. Describe four things which can help to make a body great: positive attitude, daily exercise, nutritious diet, good decision-making skills. Analyze sports and dance as a means to become acquainted with others of like and different cultures.</p> | |
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KEARNY SCHOOL DISTRICT

Health Grade 5

Unit 1 - First Aid Facts

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Explain the importance of being of service to others in a time of need. ● Explain the methods of handling first aid for a range of common minor emergencies. Explain the importance of developing first aid skills. ● Identify the roles of public safety groups and how to access each for help. ● Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards. | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). |
| <p align="center">Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. |

- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their

personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| INTERDISCIPLINARY CONNECTIONS | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What are safety precautions? ● What are emergency response steps? ● What is a refusal skill? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Choose a team sport. Review the rules carefully. Play the sport, taking turns, allowing for students at a time to observe the game for short periods of time. Using whistles or bells, students are to |

signal when they observe someone not complying with the rules. Students should report the findings using assertive communication skills:

- I stopped the game for noncompliance because _____(purpose)
- I saw _____ (state the facts)
- The rule is _____ (state the rule to be followed)
- At the end of the activity, have students write a reflection summarizing their experience and identifying lessons learned during the activity.

- Write the word: ENVIRONMENT on the board. Ask students to use the dictionary or other sources to define the word (the circumstances, objects, or conditions by which one is surrounded). Break down the components of the word and ask students to rephrase the definition in their own words.
- Discuss with students that an environment is made up of things that affect our physical, emotional, mental, and social health. Write the words: PHYSICAL, EMOTIONAL, SOCIAL on the board. List the items found in an environment that impact each category. For example, pollution affects our physical health, as does nutritious food. A loving family affects our emotional health, as does violence. Recreational sports or service groups affect our social health, as do gangs. For better or for worse, things in our surroundings make us healthy and safe or unhealthy and unsafe. Ask students to brainstorm things that make up a safe environment and have them give examples of a safe environment. Have students consider physical, emotional, and social safety.
- Ask each student to draw their idea of a safe environment and share their work with classmates. The picture should include elements of physical, emotional, and social safety.
- The phrase “Who you gonna call?” often triggers a predictable response. Using student creativity, create a musical which features your community’s helping agencies. Add large muscle movements to emphasize a trait for each career or agency. Visit the American Red Cross website at www.redcross.org or ask an American Red Cross volunteer to speak to the class. Your local Red Cross will have brochures and books on first aid. Provide the opportunity for students to plan, revise and edit written work. Ask students to review their essay for topic development, organization, word choice, grammar, capitalization, punctuation, and spelling. Encourage students to use print and digital resources to edit, produce and publish their writing.

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| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - <https://amaze.org/>
 -

Differentiated Access to Student Content:
Recommended *Strategies & Techniques*

(IEP/504/At-Risk/ESL/Gifted & Talented)

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | x | Standards in Action: Climate Change |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Career Readiness, Life Literacies, & Key Skills Practices & Description |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving |

them.

- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Grade 5 Health

Unit 2 - Brainstorms!

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| <p>UNIT GOALS</p> <ul style="list-style-type: none">● Describe the structure and different functions of the brain.● Name the different parts of the central nervous system and explain how they work● Develop respect for the way the brain receives information from the nervous system.● List the causes and effects of head injuries and various disorders of the brain.● Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none">● Health is influenced by the interaction of body systems.● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none">● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. |

Safety (2.3)
Disciplinary Concept:

Core Ideas/Enduring Understandings:

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

Performance Expectation/Student Learning Objectives:

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
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- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both

positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
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- Managing-self
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- Using technology tools responsibly

- Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

ESSENTIAL QUESTIONS

- What is the brain stem responsible for?
- What is a reflex action?
- What is the hypothalamus?

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| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Have students work together in small groups. Each group is to select a musical style they enjoy, perhaps the tune to a familiar song. Working together, students are to create lyrics to the song which warn others about the negative effects of drugs on the brain. The song must include words which convey feelings or emotions for those who do and do not use drugs. We've talked about things that you can do to help protect your brain. Avoiding drugs and wearing a helmet for certain activities are some of those things. Now, let's talk about illnesses or conditions that can keep your brain and/or nervous system from working as it should. ● Today, you're all going to pretend that you are famous researchers. You and your team have spent many years researching different problems associated with the brain. Let's look at one illness and explore how a team of researchers might deal with this problem. The illness we'll work with is called "multiple sclerosis." ● Have students write a compare and contrast essay (3–5 paragraphs) comparing the parts of the brain with the parts of the nerves. The essay should include at least one paragraph explaining similarities, a second explaining differences, and a third summarizing conclusions. Make sure students understand the mechanics of a three or five paragraph essay and how to outline the essay. ● October is National Child Health Month and National Mental Illness Month. Invite a guest speaker into the class to discuss his/her career and how he/she works to help people maintain healthy brains. Careers to consider include: pediatric doctor, counselor, substance abuse prevention counselor, psychologist, etc. Have students prepare questions about the brain prior to the guest arriving. Encourage students to pose and respond to specific questions to clarify information presented. Check to make sure that student comments are linked to the comments of others. | |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will</i> | Reinforcement Activities Portfolio Homework |

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| | <i>successfully engage within:</i> | |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|--|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org | | | |

- American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
- Brainpop jr. - www.brainpopjr.com
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Rights, Respect Responsibility-<https://3rs.org/>
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
-

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|
| | Diversity & Inclusion: <i>N.J.S.A.</i> | | Amistad Law: | | Holocaust Law: | | LGBT & Disabilities | | Standards in Action: |
|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|

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|---|---------------------|--|---------------------------------------|---|--------------------------------|--|--|--|-------------------|
| | <i>18A:35-4.36a</i> | | <i>N.J.S.A. 18A 52:16A-88</i> | | <i>N.J.S.A. 18A: 35-28</i> | | <i>Law: N.J.S.A. 18A: 35- 4.35</i> | | Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root | | | | | |

cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 5 Health
Unit 3 - You are What You Eat!

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Explain the basic nutritional guidelines. ● Explain the nutritional needs of individuals based on age, gender, activity level, and state of health. ● Predict the consequences of maintaining your current diet without any change until you reach the age of your parents. ● Analyze why the community needs a Department of Health office. Assess the knowledge level of the community regarding nutrition, using everything you have learned about nutrition. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| <p>Physical Wellness (2.2) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. |

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| | <ul style="list-style-type: none"> ● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. |
| Safety (2.3) Disciplinary Concept: | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. |
| Comprehensive Health & Physical Education Practices | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. ● Communicating clearly and effectively (verbal and nonverbal) <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience | |

and prepare accordingly to ensure the desired outcome.

- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections,

and/or Student Experiences to Explore NJSLS-CHPE within Unit

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| <p>ESSENTIAL QUESTIONS</p> | <ul style="list-style-type: none"> ● What is myPlate? ● What is a food related illness? ● What do carbohydrates provide your body? | |
| <p>INSTRUCTIONAL ACTIVITIES</p> | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Have students practice making a 911 call which includes their name, location, and detailed explanation of the situation. Students may role-play the phone call and give peer feedback to make the call even more helpful to the dispatcher. Have students keep a record of everything they eat every day for one week. Be sure they include snacks, drinks, gum, butter on toast, etc. Have them match what they have eaten with the suggested foods and portions on MyPlate. Students will need to go to the USDA website at www.ChooseMyPlate.gov in order to identify the recommended number of servings for their age, gender, and activity level. There is even a food journal on the website where students can track and record their food choices and activity level. ● Write a short story about a student who uses Refusal Skills to avoid harming the community. Draw and label the inside of a restaurant that meets all of the requirements for safe food handling that we studied in this issue. Consider environmental factors like cleanliness of the building, hygiene of workers, rodent or insect infestations, safe storage of food, and other factors that would impact the health of customers. | |
| <p>ASSESSMENTS</p> | <p>DIAGNOSTIC:</p> | <p>Journal</p> |
| | <p>FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will</i></p> | <p>Reinforcement Activities</p> <p>Portfolio</p> <p>Homework</p> |

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| | <i>successfully engage within:</i> | |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|--|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| Supplemental Resources | | | |
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- American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
- Brainpop jr. - www.brainpopjr.com
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
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New Jersey Legislative Statutes & Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|---|-------------------------------------|
| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-</i> | x | Standards in Action: Climate Change |
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

Career Readiness, Life Literacies, & Key Skills Practices & Description

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether

- through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
 - Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic,

athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Grade 5 Health

Unit 4 - Love Your Lungs!

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| UNIT GOALS <ul style="list-style-type: none"> ● Identify the major organs of the respiratory system and describe what they do. ● Describe the value of making the healthy choice to remain tobacco free. ● Discuss major respiratory diseases (including asthma) and explain their impact on the community. ● Discover the effects of smoking on the lungs. ● Explain community risk factors for lung disease. ● Identify community agencies which are connected with community and respiratory health. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. | |

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

**INTERDISCIPLINARY
CONNECTIONS**

- NJSLS: (Science)
- 9.4.2.CT.1
 - 9.4.2.DC.7

| | |
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| | <ul style="list-style-type: none"> ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
|---|---|
| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What are smoking related illnesses? ● What are the functions of the lungs? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Have students gather statistics about tobacco use and diseases from various websites: www.lungusa.org (American Lung Association), www.cancer.org (American Cancer Society), www.cdc.gov/tobacco/index.htm (Centers for Disease Control), www.surgeongeneral.gov (Office of the Surgeon General), http://www.healthfinder.gov/HealthTopics/Population/children (Healthfinder for kids). Explain the different ways math is used to show the dangers of tobacco use. Allow students to select statistics to show in graph or visual forms. Ask students to share their |

statistics with the class. Confirm students' understanding of the directions for the activity and provide the opportunity for students to ask questions.

- Have students contact a local chapter of the American Lung Association either by writing or phoning to request free information and student materials which address the respiratory system. Review with students proper phone manners and proper letter format prior to the communication. Students can find the phone number for their local chapter on the American Lung Association's website at www.lungusa.org. Provide the opportunity for students to plan, revise, and edit written work. Ask students to review their letters for organization, word choice, grammar, capitalization, punctuation, and spelling. Encourage students to use print and digital resources to edit, produce and publish their writing.
- Think about some of the reasons you are choosing to not smoke. How does that choice affect your body? Your physical health? Your emotional health? And your social health? Why do you think it is important to be tobacco free?
- Explain: Our community has many agencies and organizations that help promote healthy lungs. What are some youth sports organizations and clubs that promote respiratory health? Ask: What are some organizations you know about? Brainstorm with students the names of such organizations, youth sports, or clubs. Check with your school nurse for local agencies. Be sure to include: American Cancer Society, American Lung Association, American Heart Association, U.S. Department of Health and Human Services, local hospitals or organizations with smoking cessation programs, Environmental Protection Agency. After creating a list of local organizations, have students use phone books or the Internet to create a resource list. The list should include the name of the organization, the address, and the phone number.

Climate Change:

TG504

Lesson L04 (p.22): "POLLUTION IN THE COMMUNITY"

- INCLUDE AN EVALUATION TO IMPROVE ADVOCACY EFFORT
- INCLUDES EVALUATION OF INDIVIDUAL AND GROUP CONTRIBUTIONS
MONITOR PROGRESS PROVIDE FEEDBACK FOR GOAL ACHIEVEMENT
- INCLUDES IDENTIFICATION OF GROUP GOALS AND VISION
- INCLUDES IDENTIFICATION OF VARIOUS FORMS OF LEADERSHIP AND
ALLOW GROUP MEMBERS THE OPPORTUNITY TO LEAD THE GROUP PROJECT
- INCLUDES THE VALUE OF YOUTH SPORTS ORGANIZATIONS AND CLUBS ON
RESPIRATORY HEALTH
- INCLUDES USE OF COOPERATIVE AND COMPETITIVE STRATEGIES TO
ACHIEVE A GROUP GOAL AND RECOMMEND STRATEGIES TO KEEP THE
GROUP ON TARGET AND FREE FROM CONFLICT
- INCLUDES VARIOUS COMMUNICATION METHODS
- INCLUDES YOUTH SPORTS ORGANIZATIONS AND CLUBS
- (K)** EXPLAIN COMMUNITY RISK FACTORS FOR LUNG DISEASE
- (LS)** IDENTIFY COMMUNITY AGENCIES WHICH ARE CONNECTED WITH
COMMUNITY AND RESPIRATORY HEALTH
- (TS)** USE DECISION MAKING SKILLS TO SELECT A COMMUNITY PROJECT
ADVOCATING HEALTHY LUNGS
- (V)** SUPPORT A COMMUNITY EFFORT WHICH ADVOCATES HEALTHY LUNGS

DIAGNOSTIC:

Journal

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| ASSESSMENTS | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Rights, Respect Responsibility-<https://3rs.org/>
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | X | Standards in Action: Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the | | | | | |

problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT
Grade 5 Health
Unit 5 - Those Crazy, Mixed-up Emotions

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Describe human emotions and their effects on the body. ● Express emotions appropriately through communication skills. ● Make acting responsibly a priority in your behavior by making a class commitment. ● Develop respect for the importance of a support system. ● Explain how to recognize and avoid risky situations involving personal safety. ● Practice assertiveness, refusal skills, and locating resources for help in the community. ● Distinguish between appropriate, inappropriate, and confusing touches and secrets. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. ● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |

Safety (2.3)
Disciplinary Concept:

Core Ideas/Enduring Understandings:

- There are strategies that individuals can use to communicate safely in an online environment.

Performance Expectation/Student Learning Objectives:

- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

Comprehensive Health & Physical Education Practices

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positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

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 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
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- Using technology tools responsibly

- Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

ESSENTIAL QUESTIONS

- What is a support system?
- What are some healthy ways to manage stress?
- What are coping skills?

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| <p>INSTRUCTIONAL ACTIVITIES</p> | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Explain: Many artists use colors to express feelings. What feelings do you think about when you see Red? Black? Yellow? Green? Blue? Purple? Pink? White? Gray? Orange? Although there are no right or wrong answers, colors can be used to show how the artist is feeling about what is happening in a picture. Using the color wheel, print feeling words in each space. Color in each space with the color that each emotion signals to you. Provide the opportunity for students to share their work. Remind students to listen carefully to one another and take turns speaking. ● Gather a variety of musical selections for students to hear. Classical music provides many opportunities to identify various feelings within one selection. Play a selection for the class. Ask the students to identify the emotion evoked by the music. Explain that music is a method adults use to express their feelings in appropriate ways. For the listener, music can help change a person's mood. ● Write a paragraph to explain the relationship between alcohol, strong emotions, injury, and death. ● After studying this month's theme, explain to students that they will have an opportunity to demonstrate citizenship, empathy, encouragement, and respect for others during a variety of physical tasks. Often students make fun of others if the task isn't performed "perfectly"; however, for the following activity, have students focus on both the physical and emotional domains. ● Define activity area. Every student is provided with a ball or bean bag. For added fun include a variety of other objects to be tossed, like tennis balls, sponge balls, rubber chickens, plastic disks, stuffed animals, etc. While running around the activity area, students will throw their ball up into the air and catch it. If it drops they pick it up and keep going. Two students are designated as "it." They try to catch the ball in the air or pick it up if it drops. If they succeed, the student who lost the ball is "it." Use music. This activity can also be done by throwing and catching with a partner. Confirm students' understanding of the directions for the activity. Provide the opportunity for students to ask questions regarding the purpose, procedures, and expected outcomes of the activity. |
| <p>DIAGNOSTIC:</p> | <p>Journal</p> |

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| ASSESSMENTS | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
|---|---|---|---|
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| Technology <ul style="list-style-type: none"> ● | | | |

Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - NJCAPE Resources
 - Rights, Respect Responsibility-<https://3rs.org/>
 - Answers-<https://answer.rutgers.edu/page/aboutusintro>
 - <https://amaze.org/>
 -

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|
| | Diversity & Inclusion: <i>N.J.S.A.</i> | | Amistad Law: | | Holocaust Law: | | LGBT & Disabilities | | Standards in Action: |
|--|---|--|--------------|--|----------------|--|---------------------|--|----------------------|

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|---|---------------------|--|---------------------------------------|---|--------------------------------|--|--|--|-------------------|
| | <i>18A:35-4.36a</i> | | <i>N.J.S.A. 18A 52:16A-88</i> | | <i>N.J.S.A. 18A: 35-28</i> | | <i>Law: N.J.S.A. 18A: 35- 4.35</i> | | Climate Change |
| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | | | Career Readiness, Life Literacies, & Key Skills Practices & Description | | | | | |
| | | | | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. ● Demonstrate creativity and innovation. <ul style="list-style-type: none"> ○ Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. ● Utilize critical thinking to make sense of problems and persevere in solving them. <ul style="list-style-type: none"> ○ Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root | | | | | |

cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Health Grade 5

Unit 6- Growing Up

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| <p>UNIT GOALS</p> <ul style="list-style-type: none">● Explain the endocrine system, including major glands and the role hormones play in stimulating body functions.● Identify the biological differences between boys and girls.● Explain that pregnancy can be achieved through a variety of methods.● Compare the physical and emotional similarities between boys and girls during puberty.● Identify the connection between good hygiene, your appearance, and feeling good about the way you look.● Analyze influences of consumer products for hygiene and appearance.● Identify health and safety values that demonstrate maturity.● Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none">● Puberty is a time of physical, social, and emotional changes.● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.● Pregnancy can be achieved through a variety of methods. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none">● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. |

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| | <ul style="list-style-type: none"> ● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. ● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). |
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| <p>Safety (2.3) Disciplinary Concept:</p> |
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| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. |
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| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries. ● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. |
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| <p>Comprehensive Health & Physical Education Practices</p> |
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| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. ● Building and maintaining healthy relationships <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |
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- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self

- Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

**Recommended Activities, Investigations, Interdisciplinary Connections,
and/or Student Experiences to Explore NJSLS-CHPE within Unit**

ESSENTIAL QUESTIONS

- What are hormones?
- What is peer pressure?
- How does advertising affect adolescents?

**INSTRUCTIONAL
ACTIVITIES**

Always Changing Puberty Video

GBS Lessons 1-4

- Challenge students to draw, paint, or make a sculpture to show how they think they will look when they are 30 years old. Then, have students imagine they are 30 and write a paragraph telling about their lives. You may wish to suggest questions such as the following:
 - What career did you choose?
 - Are you married?
 - Do you have children? How many?
 - Where do you live?
 - What do you enjoy doing for fun?
- Have students write a short autobiography. Next, students should bring a baby photograph and a recent photograph of themselves or draw self-portraits as an infant and child. Jumble up the baby pictures and have the class try to guess who's who. Then, read the autobiographies and match the pictures with the writing. Finally, have students mount their photographs side by side on a large sheet of poster board with their autographs below. Have students discuss how they have changed. Have them review their autobiography for organization, word choice, grammar, capitalization, punctuation, and spelling. Encourage students to use print and digital resources to edit, produce, and publish their writing.
- As you think about how important your glands and hormones are to your growth and development, what can you do to show that you are responsible and have respect for your body? Make a list of health and safety rules you will follow. How do you talk to someone who is going

through puberty? How do you show respect? How do you communicate appropriately with others?

Diversity & Inclusion Law: N.J.S.A. 18A:35-4.36A

- GBS Lesson 2 - Growing Up Male & Female
- GBS Lesson 4 - Growing Up With a Healthy Attitude
- Activity 25 - Identity

ACTIVITY 25: IDENTITY

Objective: Define biological sex, gender identity, gender expression, sexual orientation, and gender roles, and explain why stereotypes can be harmful, as well as ways to promote dignity and respect for all people.

English Language Arts: 564

Explain: *Before we begin our lesson on gender expression, gender identity, and sexual orientation, let's review some terms. First, who remembers the term biological sex? What does this refer to? (Elicit student responses.)*

Explain: *Biological sex is the sex a person is assigned at birth, either male or female based on that person's outside anatomy or genitalia. Someone who has male genitalia at birth is typically assigned as a male and someone with female genitalia is typically assigned as a female. Gender is a very different thing.*

Instructional Note: There are times when a person is born with anatomy that isn't "female" or "male." This is often referred to as intersex.

Ask: *How is gender different from biological sex? (Elicit student responses.)*

Explain: *Gender is the way someone identifies, typically as a male or female. Some people may identify as being gender nonconforming which means the person does not identify with being male or female but in some other way. People who identify in a way that is in alignment with their biological sex (male or female) are typically referred to as cisgender. The way a person identifies with their gender is called gender identity.*

Ask: *What does it mean to identify with something? (to think that role is true for you)*

Explain: *It is the answer to the question, "who am I?" How you identify yourself is a big part of who you are. It is your inner self and who you feel like you are.*

Explain: *Let's talk more specifically about gender roles. This is a combination of characteristics that dictates how a person should dress, look, and behave according to their gender. Traditionally these roles are either male or female. What comes to mind when we think of traditional male characteristics? How about traditional female characteristics? Let's brainstorm a list of these characteristics.*

Have students work independently or in small groups. Instruct students to draw a chart with two columns with one column labeled female and the other column labeled male. Have students fill out the columns and then take sharing from the class. A master list can be made on the whiteboard.

Explain: *For each one of these columns, we are going to list all of the characteristics that are commonly thought of for each of these genders. These can be physical characteristics, the way we behave, or likes or dislikes we may have. Think about the characteristics of people of all ages, kids and adults. If you have comments or disagreements save them until the end of the brainstorming.*

Responses will vary and will likely represent various historical stereotypes like the ones listed below:

Females: Females are delicate, care about their physical appearance, wear dresses, cry easily, like romantic movies, like doing arts and crafts, and dislike getting dirty.

Males: Males are strong physically and emotionally, act tough, play contact sports, get into physical fights, like being in charge and/or leaders, like cars and computer games, like action movies, and dislike playing with dolls.

Ask: *How many of these things do you think are stereotypes? This refers to the way society expects people to act based on being biologically male or biologically female. (Elicit student responses.)*

Ask: *A great many of them are stereotypes. Why can stereotypes be harmful? (Elicit student responses.)*

Explain: *Stereotypes can keep us from seeing a person for who they really are and not for how they dress or act, or their likes and dislikes.*

Now, have students look at the columns and then circle any of the items on their chart that they think could be characteristics of both males and females. After students have completed the task, ask for a few students to share their answers and circle them on the master list.

Ask: *These are all examples of gender expression. This is the way a person chooses to express themselves, again this could be male or female or gender nonconforming. Sometimes the way a person expresses their gender may not be the same as their biological sex. For instance, someone whose biological sex is male may like things that are thought of as typically male or*

enjoy doing things that are typically thought of as female. That would be another form of expression. A female dressing in a way that is thought of as male would be still another example of a person expressing their gender. Sometimes, we make assumptions about people by how they express themselves. An assumption is the belief that something is true, without proof or confirmation. Sometimes it is true and sometimes it is not.

Discuss the chart, give students time and room to agree or disagree. Encourage them to use the terms biological sex, gender identity, and gender expression. Redirect students to avoid stereotypes. Intervene when you hear students make blanket statements such as, all males who do this or act like this are _____, or all females who dress or act like this are _____. Show how looking at gender in binary terms like only male or female is limiting. It locks them into limiting gender roles, and it doesn't allow for people to express themselves in the way they wish.

Ask: *What might people or society say about someone who has many traits and behaviors of someone who is the opposite biological sex? For example, a female who dresses like a male or a male who enjoys arts and crafts or romantic movies.*

Answers will vary from positive to negative and will likely represent various stereotypes. Students may use the terms gay, lesbian, or transgender. Students may not have the language to define these terms, especially transgender. They may say, "the guy likes guys or the guy wants to be a girl." Redirect put-downs and disrespectful language as needed.

Explain: *You may hear people use the terms gay, lesbian and bisexual.*

Ask: *What does it mean to be gay, lesbian, or bisexual? (Elicit student responses.)*

Explain: *This refers to someone's sexual orientation, which is a feeling of romantic and emotional attraction to another person. A female who is attracted to other females is typically referred to as a lesbian. A male who is attracted to another male is typically referred to as gay, and a person who is romantically attracted to both males and females is typically referred to as bisexual. Males who are attracted to females and females who are attracted to males are referred to as heterosexual. Only the individual, and not someone else, can say that they are gay, lesbian, bisexual or transgender. Remember, this cannot be assumed by the way a person expresses themselves-dresses, looks, acts, or talks or by the person's interests.*

Ask: *Now, let's talk about another term that you may have heard--transgender. What does transgender mean? (Elicit student responses.)*

Explain: *Sometimes people think that transgender is about sexual orientation, but it is not. As we have discussed, most people identify as being either male or female, and this usually matches their biological sex, but for some people it does not. Transgender people feel that they identify with a gender that is different from their biological sex. For instance, a person who*

is born a male may feel a female identity. In this case, the biological sex does not match the person's identity and that person may choose to live as a female so their inner feelings match their outside appearance.

Explain: *We all identify in our own certain way and have different ways of expressing ourselves, and that is okay.*

Ask: *What is the benefit of being accepting or being tolerant of all of the ways people may identify or express themselves?*
(Get to know people better, appreciate others, and appreciate ourselves)

Ask: *Why is it wrong to bully someone if their gender identity, gender expression, or sexual orientation is different from ours?*

Have a brief discussion on bullying, why people bully and why LGBTQ people may be especially targeted because others do not understand their feelings, or the way they identify or express themselves.

Explain: *Remember, we are all different in some unique way. The key is to show respect and tolerance regardless of the way we express or identify our gender. We can do this by being kind and supportive of others.*

Write on the board "Be Supportive, Be Respectful, Be Active"

Explain: *Be Supportive: Everyone needs support especially if they are going through a tough time or if they are feeling different from others. We all experience tough times and can benefit from kind words and a helping hand.*

Be Respectful: *Consider your words before you speak. Ask yourself, "would I like to be treated this way?"*

Be Active: *What can you do today to demonstrate kindness, tolerance, respect, and support for others? Remember, tolerance means being respectful even when someone's beliefs, opinions, actions, or behaviors may be different from yours.*

Have students work with partners to brainstorm ideas of what they can do as individuals and as a school community to show kindness, respect, tolerance, and support of others, especially those in the LGBTQ community. Have students exhaust their lists. Ideas may include, striking up a kind conversation with someone you don't know, doing volunteer work for a local charity, sharing your table in the cafeteria, introducing someone other friends, give someone a compliment, create a class project on tolerance.

Have students share their lists of ideas and suggestions with the class.

Explain: *Now, it is time to put our words into action. Look at the long list of ideas and suggestions. Think about one action step you can take today to demonstrate kindness, respect, tolerance, and support of others.*

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| | | <p><i>Complete this sentence frame: Today, I will _____ to demonstrate kindness, respect, tolerance, and support of others.</i></p> <p>Ask: <i>Where or who can you go to if you would like to talk or get more information on gender expression and identity, or sexual orientation?</i> (Elicit student responses.)</p> <p>Alternative: Ask students to write a journal reflection or essay on how they can demonstrate kindness, respect, tolerance, and support of others, at school and at home.</p> <p>Provide the opportunity for students to ask questions about information presented in class. Encourage students to respond to others' questions or comments and reflect on their own views regarding the topic. Remind students that listening to diverse points of view and asking questions for clarification and further explanation are important skills to help ensure their understanding of information presented. Encourage students to talk with a trusted adult if they have more questions about today's topic.</p> <p>Performance Standard:</p> <p>Yes No</p> <p>bb 1. Did students explain gender roles and expression and the harmful effects of stereotypes?</p> <p>bb 2. Did students define sexual orientation?</p> <p>bb 3. Did students identify ways to demonstrate tolerance and respect for individual differences?</p> |
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| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |

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| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |
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| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org ○ American Heart Association – www.americanheart.org ○ American Red Cross – www.redcross.org Body and Mind – www.bam.gov/ ○ Brainpop jr. - www.brainpopjr.com ○ Center for Disease Control (CDC) – www.cdc.gov | | | |

- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flighthouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new

technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT
Grade 5 Health
Unit 7 - Danger Ahead: The Truth About Drugs

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Define the terms drug use, drug misuse, and drug abuse, and identify the short- and long-term effects of different categories of drugs on the body. ● Describe reasons for abusing drugs and how drug abuse by one member affects the whole family. ● Analyze why drug abuse on the part of one family member can make the whole family feel guilty, ashamed, and embarrassed. ● Identify the ways in which some advertising promotes drug use. ● Compare and contrast the life of someone who chooses to be drug free with the life of someone who chooses to drink, smoke, and take drugs. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity) ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. |

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| | <ul style="list-style-type: none"> ● Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). |
| <p>Comprehensive Health & Physical Education Practices</p> | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act | |

in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an

active lifestyle.

- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)

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| | <ul style="list-style-type: none"> ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is a drug? ● How do advertisements influence children to try drugs? ● What does it mean to be drug free? |
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| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Have students form small groups. Instruct them to think of some popular songs they like and then write their own drug free living lyrics to them. Invite each group to perform their song. ● Encourage class musicians to use their talents. You may want to videotape their performances to play for other classes. Have students clip out newspaper articles involving drugs or alcohol. At the end of the week, have a class discussion. Identify the consequences of drug use (drunk driving, etc.) stated in the article. Have students brainstorm ideas about how the incidents could have been prevented. Afterward, have the class write an imaginary epilogue about one of the incidents. Have students suggest what happened to the people in the article after it was first published. ● Have students select one of the ads that particularly concerned them and then draft a letter to the company that used the ad to promote their product. Encourage students to express their opinions about the ad, explaining why they disapprove. Review the business letter format and what to include in the body of a letter. Remind students to check their capitalization, punctuation, and |
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| | | <p>spelling. Have students make a final copy, and then, send their letter. Challenge students to apply what they know about drug and alcohol abuse to nicotine in tobacco. Have them list reasons why people smoke and then list all the effects that smoking can have on family members who do not. Encourage students to look for similarities, as well as differences between the different kinds of abuses/addictions and the effects they have.</p> |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | <p>Reinforcement Activities</p> <p>Portfolio</p> <p>Homework</p> |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |

- The Great Body Shop
 - www.Thegreatbodyshop.net

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

- [KSD Differentiation Strategies & Techniques](#)

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org
 - Kids Health - www.kidshealth.org
 - New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
 - New Jersey Department of Education – www.state.nj.us/education
 - Small Steps Nutritional Plans – www.smallstep.gov
 - Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
 - Team Nutrition – www.teamnutrition.usda.gov
 - [NJCAPE Resources](#)
 - Rights, Respect Responsibility-<https://3rs.org/>

- Answers-<https://answer.rutgers.edu/page/aboutusintro>

**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

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| | <i>Core Ideas:</i> | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | <i>Performance Expectations:</i> | 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Standard & Disciplinary Concept: | |
| | <i>Core Ideas:</i> | Information is shared or conveyed in a variety of formats and sources. |
| | <i>Performance Expectations:</i> | 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |

KEARNY SCHOOL DISTRICT

Health Grade 5

Unit 8- About Blood and HIV

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| UNIT GOALS <ul style="list-style-type: none"> ● Describe how your circulatory system works. ● Predict the consequences of risky behaviors which affect our circulatory system, including smoking cigarettes, eating foods with high fat and salt contents, taking drugs, and drinking alcohol. ● Analyze the importance of immunization. ● Analyze how HIV can and cannot be transmitted. Define compassion and empathy. | | DURATION 4 weeks |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). | |
| Physical Wellness (2.2) Disciplinary Concept: | | |
| <i>Core Ideas/Enduring Understandings:</i> | <ul style="list-style-type: none"> ● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). ● Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. | |
| <i>Performance Expectation/Student Learning Objectives:</i> | <ul style="list-style-type: none"> ● 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other | |

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| | <p>healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <ul style="list-style-type: none"> ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● There are actions that individuals can take to help prevent diseases and stay healthy. ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. |
| <p>Comprehensive Health & Physical Education Practices</p> | |
| <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society <ul style="list-style-type: none"> ○ Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. | |

- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
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- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
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 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes

wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

- **Managing-self**
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- **Setting goals**
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- **Using technology tools responsibly**
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)

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| | <ul style="list-style-type: none"> ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is the circulatory system? ● What makes up our blood and immune system? ● What is HIV and AIDS? ● What is empathy? |
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| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● On the classroom floor, make a chalk or tape outline of a human body, heart, and lungs so that it is large enough for students to demonstrate the flow of blood from the lungs to the heart to the extremities and back again. Using chalk or tape of two contrasting colors, make “arteries” from the heart to the hands and feet and “veins” back to the heart. Then, make a “vein” from the heart to the lungs and an “artery” from the lung to the heart. Make labeled tags for blood, nutrients, hormones, oxygen, carbon dioxide. Invite students to demonstrate how blood transports oxygen, nutrients, and hormones through the arteries to the cells and then picks up carbon dioxide wastes and returns to the heart and lungs by picking up the correct tag. You may want to have a student use a drum to tap out the “pulse rate” when the “body” is at rest and when it is exercising. ● Invite students to measure their pulse rates for one minute while at rest and then again after vigorously running in place for two to three minutes. Have them compare the difference between the two rates. As an alternative, have students use a heart monitor or stethoscope to listen to and calculate their heartbeats at rest and after exercise. Discuss with students that due to medical advances, we now know that when people exercise at their target heart rate for 30–60 minutes, |
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| | <p>they get the maximum heart benefit. Show students the formula for calculating their target heart rate. It is 65–85% of 220 minus age. You can also find calculators on reputable websites.</p> <ul style="list-style-type: none"> ● Challenge students to choose a creative way to explore the travels of a blood cell—red blood cell, white blood cell, or platelet—from a first person point of view. Have students describe where they are going, what they are doing, what other cells they come into contact with as they travel through the body. Some students may want to draw a diagram, write an essay, or perform a role-play. Invite students to share their project with the class. Challenge interested students to research and compile a list of books, both fiction and nonfiction, and videos that address the issue of HIV and AIDS. Encourage students to review the books and videos on their lists, especially noting how people with HIV and AIDS were treated and the kind of help they received to deal with their illness. Have students explain why they would or would not recommend a particular book or video to their classmates. | |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |
| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |

**Differentiated Student Access to Content:
Teaching & Learning *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
|---|---|---|---|
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.Thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |

Supplemental Resources

Technology

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Other

- The Great Body Shop - www.thegreatbodyshop.net
 - Action for Health Kids – www.actionforhealthykids.org
 - Alliance for a Healthier Generation – www.healthiergeneration.org
 - American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
 - American Heart Association – www.americanheart.org
 - American Red Cross – www.redcross.org Body and Mind – www.bam.gov/
 - Brainpop jr. - www.brainpopjr.com
 - Center for Disease Control (CDC) – www.cdc.gov
 - Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
 - Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
 - Education World – www.educationalworld.com
 - Food Guide – www.MyPyramid.gov
 - Healthy School Playgrounds – www.peacefulplaygrounds.com
 - Inspiration/Kidspiration – www.inspiration.com
 - KaBOOM – www.kaboom.org

- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- NJCAPE Resources
- Rights, Respect Responsibility-<https://3rs.org/>
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable

and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or

informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Grade 5 Health

Unit 9 - All the Right Stuff

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| <p>UNIT GOALS</p> <ul style="list-style-type: none">● Demonstrate responsibility for checking out advertising claims before making purchasing decisions.● Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decision to buy.● Discuss how your values affect your consumer behavior.● Identify resources for judging the quality and health risks that might be present in the goods you buy.● Explain what a budget is, how it works, and why it is an important tool for financial success. | <p>DURATION 4 weeks</p> |
| <p>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none">● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.● Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.● Family members impact the development of their children physically, socially and emotionally. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none">● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. |

Safety (2.3)
Disciplinary Concept:

Core Ideas/Enduring Understandings:

- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

Performance Expectation/Student Learning Objectives:

- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both

positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly

- Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

INTERDISCIPLINARY CONNECTIONS

NJSLS: (Science)

- 9.4.2.CT.1
- 9.4.2.DC.7
- 9.4.2.GCA:1
- 9.4.2.IML.3

CONTENT:

- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change)
- Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change)

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit

ESSENTIAL QUESTIONS

- What does it mean to be a consumer?
- What is the purpose of the FDA?
- How can we set goals that will impact our budget?

INSTRUCTIONAL ACTIVITIES

GBS Lessons 1-4

- Review with students that a Public Service Announcement or PSA is a commercial designed to teach people something or to promote positive behaviors, not to sell a product or make money. Invite interested students to form groups to write and produce a 30-second PSA to teach people about advertising techniques that could mislead consumers. Encourage students to incorporate what they learned during the lesson and to suggest what consumers can do before making a purchase. If recording equipment is available, you may wish to have students video tape their PSAs.
- Have students work in small, cooperative teams to create and “market” an imaginary product. After making up the product, have students decide who will buy the product, such as teens, parents with babies, or men. Package the product, complete with the label. Write a product ad for print, radio, or television. When students have completed the activity, have them discuss the problems that occurred and how the team decided to handle them. Have students ask for examples of real products that use the same advertising tactics that students devised.
- Have students summarize the differences between the advertisement and draw a conclusion regarding what they learned. They may wish to use a Compare and Contrast graphic organizer or write a summary essay.
- Have students write an essay about how their health values can help them make the right decisions as consumers. You may wish to suggest the following scenarios:
 - All your friends are buying blue sweatshirts. You don’t like blue, but your friends are pressuring you. How can your values help you?
 - You think you are a little overweight. Your friends suggest that you take diet pills like they do. You don’t believe taking pills is the best way to lose weight. How can your values help you?
 - You’re not supposed to eat junk food, even though you like it, but everyone on the class trip is buying some. How can your values help you?
 - You need a haircut. All the kids are wearing their hair the same way, but you don’t happen to like the style. How can your values help you?
 - You have some spare change in your pocket. Your friend wants you to buy cigarettes. You don’t want to become a smoker. How can your values help you?

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| | <ul style="list-style-type: none"> ○ A neighborhood gang has started wearing a certain type of jacket. You are at the mall and you see the same kind of jacket on sale. You know gangs and violence can go hand-in-hand. How can your values help you? ● Provide the opportunity for students to plan, revise and edit written work. Ask students to review their essay for organization, word choice, grammar, capitalization, punctuation, and spelling. <p>Climate Change:</p> <p><u>TG509</u></p> <p><u>Activity A16 (p.41): "MANAGING THE ENVIRONMENT"</u></p> <p>(K) TO DESCRIBE WAYS INDIVIDUALS BUSINESSES AND COMMUNITIES PROTECT THE ENVIRONMENT</p> | |
| <p>ASSESSMENTS</p> | <p>DIAGNOSTIC:</p> | <p>Journal</p> |
| | <p>FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i></p> | <p>Reinforcement Activities</p> <p>Portfolio</p> <p>Homework</p> |
| | <p>SUMMATIVE: <i>To show evidence of meeting the standard/s, students</i></p> | <p>End of Unit Quiz</p> |

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| <i>will successfully complete:</i> | |
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| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org ○ American Heart Association – www.americanheart.org ○ American Red Cross – www.redcross.org Body and Mind – www.bam.gov/ ○ Brainpop jr. - www.brainpopjr.com ○ Center for Disease Control (CDC) – www.cdc.gov ○ Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org ○ Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com ○ Education World – www.educationalworld.com ○ Food Guide – www.MyPyramid.gov | | | |

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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

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- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
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New Jersey Legislative Statutes & Administrative Code
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| | Career Readiness, Life Literacies, & Key Skills Practices & Description |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. <ul style="list-style-type: none"> ○ Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding |

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- Demonstrate creativity and innovation.
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understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

KEARNY SCHOOL DISTRICT

Health Grade 5

Unit 10- Bones and Muscles

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| <p>UNIT GOALS</p> <ul style="list-style-type: none"> ● Describe various functions of the skeletal system. ● Identify the three muscle types and their functions. ● Show how important you feel your body is by making choices that require physical activity. ● Describe perfect environments in which to perform specific physical activities. ● Use the decision making process to choose alternative physical activities when the environment is unhealthful or dangerous. ● Describe four things which can help to make a body great: positive attitude, daily exercise, nutritious diet, good decision-making skills. ● Analyze sports and dance as a means to become acquainted with others of like and different cultures. | <p>DURATION 4 weeks</p> |
| <p align="center">Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |
| <p align="center">Physical Wellness (2.2) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). ● Wellness is maintained, and gains occur over time (dimensions and components of |

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| | <p>health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <ul style="list-style-type: none"> ● Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. ● 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. |
| <p>Safety (2.3) Disciplinary Concept:</p> | |
| <p><i>Core Ideas/Enduring Understandings:</i></p> | <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. |
| <p><i>Performance Expectation/Student Learning Objectives:</i></p> | <ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor |

vehicles and when using other modes of transportation.

Comprehensive Health & Physical Education Practices

- Acting as responsible and contributing member of society
 - Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
- Building and maintaining healthy relationships
 - Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
- Communicating clearly and effectively (verbal and nonverbal)
 - Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
- Resolving conflict
 - Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
- Attending to personal health, emotional, social and physical well-being
 - Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their

personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

- Engaging in an active lifestyle
 - Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
- Making decisions
 - Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
- Managing-self
 - Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
- Setting goals
 - Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
- Using technology tools responsibly
 - Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

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| INTERDISCIPLINARY CONNECTIONS | <p>NJSLS: (Science)</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1 ● 9.4.2.DC.7 ● 9.4.2.GCA:1 ● 9.4.2.IML.3 <p>CONTENT:</p> <ul style="list-style-type: none"> ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (Climate Change) ● Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). (Climate Change) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (DEI) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (Climate Change) |
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| Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
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| ESSENTIAL QUESTIONS | <ul style="list-style-type: none"> ● What is the musculoskeletal system? ● What is endurance and flexibility? ● What is required for strong bones? |
| INSTRUCTIONAL ACTIVITIES | <p>GBS Lessons 1-4</p> <ul style="list-style-type: none"> ● Have students work in small groups to make a clay model of a skeleton of any animal they choose. Work with the library resource instructor to help students look up information on the animal that |

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| | | <p>they've chosen. Students should not only follow the picture of the skeleton, but should be prepared to answer questions about that animal.</p> <ul style="list-style-type: none"> ● Have students draw the skeleton on cardboard or heavy paper. Then, use the modeling clay to shape a skeleton. ● As groups present their skeletons to the class, have them give an oral report on that animal. Students should consider tasks and situations when preparing their report. Remind students that when presenting, they should make eye contact and speak clearly at an understandable pace. They should be able to answer why some animals have greater upper body bone structure than others, why felines have so many joints in their legs, which bones support the animal's weight, Etc. ● Have a volunteer from the class pull apart one slice of the cheese. Have the class note how far the pieces can be pulled apart before they shred themselves into two distinct halves. Meanwhile, partially melt the other slice of cheese. Use either a microwave, about 30 seconds on "high," or the sunny windowsill. Have another volunteer pull the warmed slice apart. Ask the class to note that the warm cheese is far more elastic; it takes longer to snap apart into two distinct halves. Think of the hot, melted, stretchy cheese on a pizza! Ask students to identify the only difference between the two cheeses (the heat factor). ● Compare the cold and warmed up cheese to "cold" or "warmed up" muscles. Although a muscle will rarely tear the way the cold cheese will, a muscle that has been warmed with blood can stretch a lot more before it becomes strained. We say that the muscle now has a greater "range of motion." |
| ASSESSMENTS | DIAGNOSTIC: | Journal |
| | FORMATIVE: <i>To show ongoing evidence of meeting the standard/s, students will successfully engage within:</i> | Reinforcement Activities Portfolio Homework |

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| | SUMMATIVE: <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | End of Unit Quiz |
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| Differentiated Student Access to Content: Teaching & Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ www.thegreatbodyshop.net | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques | <ul style="list-style-type: none"> ● KSD Differentiation Strategies & Techniques |
| Supplemental Resources | | | |
| <p><i>Technology</i></p> <ul style="list-style-type: none"> ● <p><i>Other</i></p> <ul style="list-style-type: none"> ● The Great Body Shop - www.thegreatbodyshop.net <ul style="list-style-type: none"> ○ Action for Health Kids – www.actionforhealthykids.org ○ Alliance for a Healthier Generation – www.healthiergeneration.org ○ American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org ○ American Heart Association – www.americanheart.org ○ American Red Cross – www.redcross.org Body and Mind – www.bam.gov/ ○ Brainpop jr. - www.brainpopjr.com | | | |

- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Education World – www.educationalworld.com
- Food Guide – www.MyPyramid.gov
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- Kids Health - www.kidshealth.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- [NJCAPE Resources](#)
- Rights, Respect Responsibility-<https://3rs.org/>
- Answers-<https://answer.rutgers.edu/page/aboutusintro>
- <https://amaze.org/>
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**Differentiated Access to Student Content:
Recommended *Strategies & Techniques*
(IEP/504/At-Risk/ESL/Gifted & Talented)**

- [KSD Differentiation Strategies & Techniques](#)

SOCIAL & EMOTIONAL LEARNING

Competencies:

- Self-Awareness
- Self-Management
- Social Awareness

- Responsible Decision-Making
- Relationship Skills

Sub-Competencies:

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

New Jersey Legislative Statutes & Administrative Code
 (place an “X” before each law/statute if/when present within the curriculum map)

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| | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A: 35-28</i> | | LGBT & Disabilities Law: <i>N.J.S.A. 18A: 35-4.35</i> | | Standards in Action: Climate Change |
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Career Readiness, Life Literacies, & Key Skills Practices & Description

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

- Act as a responsible and contributing community member and employee.
 - Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Demonstrate creativity and innovation.
 - Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- Utilize critical thinking to make sense of problems and persevere in solving them.
 - Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Students find and maximize the productive value of existing and new

technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- Work productively in teams while using cultural/global competence.
 - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard & Disciplinary Concept:

Core Ideas:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Performance Expectations:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Standard & Disciplinary Concept:

Core Ideas:

Information is shared or conveyed in a variety of formats and sources.

Performance Expectations:

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g. social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).