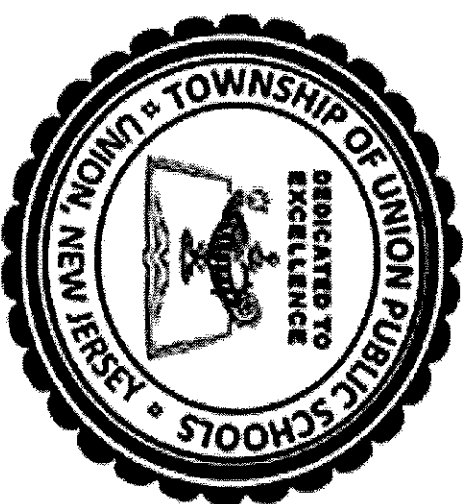


TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Health Education Grade K-4

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

K-4th Course Description

The Elementary Health Education Program provides for the study of various topics including safety and first aid, personal health, nutrition, disease prevention, human anatomy and physiology, substance abuse, and family life education. Responsibility for personal health practices, self-concept, development coping skills, decision-making and information are all integral aspects of the program.

The material contained in this curriculum guide is intended to provide the instructor with a resource for improved instruction. The desire to better meet the needs of the students is of the utmost importance. The course of study is intended to serve only as a guide of the work to be covered during the school year.

K-4th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	14
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3: Family Life/Sexuality	11
Unit 4: Community Health Skills	10

K-4th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness	<ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal 	<ul style="list-style-type: none"> • Wellness • Hygiene • Growth and Development • Nutrition 	

	<p>skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 2: Alcohol, Tobacco & other Drugs</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, 	<ul style="list-style-type: none"> • Drugs and Medicine

	<ul style="list-style-type: none"> active lifestyle 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 		
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 3: Family Life/Sexuality</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to 	<ul style="list-style-type: none"> Decision Making Goal Setting 	

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>support a healthy, active lifestyle</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>
<p>Unit 4: Community Health Skills</p>	<ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	<ul style="list-style-type: none"> • Character Development • Interpersonal Communication • Safety
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>

Curricular Units

Unit 1: Wellness

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p><i>Personal Growth</i></p> <p>2.1.2.A.1 2.1.2.A.2 2.1.2.E.3</p>	<ul style="list-style-type: none"> • Define wellness • List qualities and traits that associate with feeling good • List one way to deal with stress. • Identify all major body parts 	<ul style="list-style-type: none"> • Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi • Create a class T-Chart of healthy and unhealthy choices • Trace a student’s body on paper and label or draw the major body parts. (small groups) 	<ul style="list-style-type: none"> • http://kidshealth.org/kid/ntb/w/ • http://science.pppst.com/humanbody/bodyparts.html • Pd360 You tube
<p>NUTRITION</p> <p>2.1.2.B.1 2.1.2.B.2 2.1.2.B.3</p>	<ul style="list-style-type: none"> • Making healthy eating choices is an important part of achieving and sustaining wellness. • Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health. 	<ul style="list-style-type: none"> • Recite the difference between junk food and nutritious food. • List foods and food categories listed in the Choose My Plate Food Guide • List foods found at each of the main meals 	<ul style="list-style-type: none"> • Prepare a healthy snack • Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids. • Create a class graph by food group using Kidspiration and using the Food Guide Choose My Plate • Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.

<p>WELLNESS 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3 2.2.2.E.1</p>	<ul style="list-style-type: none"> • Current and future personal wellness is dependent upon applying health related concepts and skills in everyday life. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. 	<ul style="list-style-type: none"> • Explain how germs spread • Explain that germs can make you sick • Explain how to get rid of germs • Explain how to and for how long you should wash your hands • Who to ask for help if you are not feeling well in the home, school, and community • Explain what rabies is and how you can get it 	<ul style="list-style-type: none"> • Role play • Create visual for how to properly wash your hands • Create a superhero germ fighter • Have the nurse come to class as a guest speaker about germ fighting • Class read aloud
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Unit 1 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 1 Suggested Modifications/Accommodations/Extension Activities	
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	

<p>Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 1 Connections

<p align="center">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards

Specific Standards That May Apply:

- Math

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

- Language Arts
- Science
- Art
- Music

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

9.3.ST.3

9.3.ST.5

9.3.ST-SM.4

9.3.ST.3

9.3.ST.5

9.3.ST-SM.4

9.3.ST.3

9.3.ST.5

Unit 2: Alcohol, Tobacco & Other Drugs

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
MEDICINE & DRUGS 2.3.2.A.1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1 2.3.2.C.2	<ul style="list-style-type: none"> Medicine must be used correctly in order to be safe and have the maximum benefit. Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. There are common indicators, stages and influencing factors of chemical dependency 	<ul style="list-style-type: none"> Define medicines and explain when some types of medicines are used Explain why medicines should be administered as directed List ways that drugs can be abused Explain effects of tobacco use on personal hygiene, health, and safety. Explain why tobacco smoke is harmful to nonsmokers. 	<ul style="list-style-type: none"> Role play Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed. In small groups students examine empty containers and classify them as “healthful” or “harmful.” Create an anti-drug poster
Alcohol and Tobacco 2.3.2.A.1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1 2.3.2.C.2	<ul style="list-style-type: none"> What medicines are and when some types of medicines are used Why medicines should be administered as directed. Ways that drugs can be abused. The effects of tobacco use on personal hygiene, health, and safety. Why tobacco smoke is harmful to 	<ul style="list-style-type: none"> List products that contain alcohol. List substances that should never be inhaled and explain why. Explain that people who abuse alcohol, tobacco, and other drugs can get help. 	<p>www.decentral.org/bp/index.html</p> <p>www.decentral.org/mediacenter/videos.html</p> <p>exit cards</p>

Formative Assessment When possible, provide links to specific samples/documents/ assignments/etc.	Summative Assessment When possible, provide links to specific samples/documents/ assignments/etc.
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) When possible, provide links to specific samples/documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/documents/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples/documents/ assignments/etc.
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

- Cooperative learning groups
- Teacher think-aloud

Unit 2 Connections

NJSLS - Technology

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the NJ Technology Standards

K-4

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.B.1 Synthesize and publish information about a local or

Career Readiness Practices

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the NJ Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3- Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills
When possible, provide links to specific samples/ documents/ assignments/etc.
 Refer to the 21st-Century Life and Skills

Interdisciplinary Connections
When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.
 Refer to the NJ Student Learning Standards

K-4th

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

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

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

K-8th

9.2.8.B.1- Research careers within the 16 Career Clusters® and determine attributes of career success.

- Math
- Language Arts
- Science
- Art
- Music

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the

environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Family Life & Sexuality			
Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
COMMUNICATION 2.2.2.A.1. 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.C.1 2.2.2.D.1	<ul style="list-style-type: none"> Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. 	<ul style="list-style-type: none"> How to express needs, wants, and feelings What a decision is Explain how some decisions affect their or other's health Define character Understand that outside factors influence health 	<ul style="list-style-type: none"> How Full Is Your Bucket? For Kids ~ Tom Rath Have You Filled a Bucket Today? ~ Carol McCloud Be Happy!: A Little Book for a Happy You ~ Monica Sheehan Monster Manners by Bethany Roberts
DECISION MAKING 2.2.2.A.1. 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.C.1 2.2.2.D.1	<ul style="list-style-type: none"> Decision-making can be affected by a variety of influences that may not be in a person's best interest 	<ul style="list-style-type: none"> Determine the benefits for oneself and others of participating in a class or school SERVICE activity 	www.pacentral.org/bp/index.html www.pacentral.org/mediacentre/videos.html exit cards

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses 	<ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects

- Journals
- Checklists
- Examinations of Student Work

- Presentations
- Essays

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>K-4</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee.

8.1.2.A.2 Create a document using a word processing application.

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

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

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

<p>problem or issue</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><u>K-4th</u> 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<ul style="list-style-type: none"> • Math • Language Arts • Science • Art • Music
<p><u>K-8th</u> 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p>	
<p><u>K-12th</u> 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.HI.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. 9.3.HI.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. 9.3.HI-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms</p>	

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 4: Community Health Skills

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<p>Fire & Car Safety 2.1.2.D.1 2.1.2.D.2 2.1.2.D.3</p>	<ul style="list-style-type: none"> Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe. 	<ul style="list-style-type: none"> Recognize, identify and alert adults to potentially harmful conditions/situations. Model how to take care of a nosebleed, scratch, insect bite and other common injuries. Explain and/or demonstrate the proper way to cross the street Explain what we wear while riding in a car, and why we wear it Explain what we wear while riding a bicycle or skateboard and why we wear it 	<p>www.pacentral.org/lbp/index.html</p> <p>www.pacentral.org/mediacentre/videos.html</p> <p>exit cards</p>
<p>SAFETY 2.1.2.D.1 2.1.2.D.2 2.1.2.D.3 2.1.4.D.1 2.1.4.D.2 2.1.4.D.3 2.1.4.D.4</p>	<ul style="list-style-type: none"> Recognize, identify and alert adults to potentially harmful conditions/situations. Identify and recognize warning symbols and communicates their meaning (e.g., red lights, stop signs, poison symbol, etc.). Identify community helpers who assist in maintaining a safe environment. 	<ul style="list-style-type: none"> Role play stranger situations Create play/presentation video telling other students what to do in unsafe situations Take a field trip to watch a community helper or safety official at work Host a community helper or safety official as a guest speaker in class 	<ul style="list-style-type: none"> Pd360 You tube http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need http://www.teacherfirst.com/spectops/firepreventionandsafety.cfm

<ul style="list-style-type: none"> Recite school safety rules 	<ul style="list-style-type: none"> Draw warning signs and explain what they mean to the class 	<ul style="list-style-type: none"> http://www.sparky.org/
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Unit 4 Assessment Plan	
<p>Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals Checklists <p>Examinations of Student Work</p>	<p>Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers Use of cognates to increase comprehension Teacher modeling Pairing students with beginning 	<p>Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> Use of visual and multisensory formats Use of assisted technology Use of prompts Modification of content and student products Testing accommodations Authentic assessments 	<p>Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> Adjusting the pace of lessons Curriculum compacting Inquiry-based instruction Independent study Higher-order thinking skills Interest-based content Student-driven instruction Real-world problems and scenarios

<p>English language skills with students who have more advanced English language skills</p> <ul style="list-style-type: none"> • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 		
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Unit 4 Connections		
<p>NJSLS - Technology <i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p>	<p>K-4</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p>
	<p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.

5-8

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the 21st Century Life and Skills

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

