

**Belvidere Cluster Wide  
Health Curriculum  
Grade 4  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

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

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

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.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1 Health, Wellness, Gr. 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **September**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Develop and use personal and interpersonal skills to support a healthy, active lifestyle.

## Essential Questions

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How do disease prevention strategies in home, school, and community promote personal health?

How can identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of self and others?

How can applying first aid procedures minimize injury and save lives?

## New Jersey Student Learning Standards

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

## Student Learning Objectives

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Students will:

Identify public health strategies and the impact they have on preventing disease and health conditions.

Create a healthy meal through the identification and analysis of nutritional data.

Analyze personal fitness levels to develop and demonstrate an individualized wellness plan.

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

Explain how personal health practices and behaviors affect an individual's body systems.

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

Compare and contrast healthy and unhealthy eating practices.

Analyze a meal and determine its health value based on nutritional content, value, calories, and cost.

Interpret food product labels and determine the health value of the food.

Explain how to prevent diseases.

Identify ways to improve health conditions.

Identify and explain how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

Identify ways to improve mental health.

Explain how mental health impacts one's wellness.

## Instructional Activities

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View and discuss the video: "Bill Nye the Science Guy: Nutrition"

View and discuss the Brainpop video: "Body Weight"

View and discuss: "Steps to a Healthier You" [My Pyramid Brochure](#)

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Read and discuss different food labels.

Guest speaker regarding mental illness.

Complete a research project for Public Health Strategies (ways to prevent diseases, health precautions set up, etc). Students can use the internet as well as the site [www.kidshelath.org](http://www.kidshelath.org) to assist in finding facts.

Using [www.choosemyplate.gov](http://www.choosemyplate.gov) students will construct a healthy plate using nutrition labels to analyze how healthy the meal is.

Create an action plan for their safety –this can include, healthy choices, fire prevention, winter safety, beach safety. Whichever they choose students must explain how this impacts their health.

Discuss what factors impact their social and emotional health. Then they will introduce a way to relieve stress - ie. Yoga, music relaxations, exercises, etc.

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## Interdisciplinary Connections

Math: Research and analyze statistics, Determine measurements of food goods

ELA: Research adolescent diseases - detection/prevention/nutrition, Journal Writing - Personal Food Diary

Technology: Create Info Graphic

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## Assessment

**SLO: 2 Goal:** Students will identify public health strategies and the impact they have on preventing disease and health conditions.

**Assessment Activity:** 1). The teacher will divide the class into 5 groups. Assign one of the following health programs to each group to research: A) School-based B) Community-based C) State D) Federal E) International 2). Research should include: A) Names of agencies and contact information (one or two) B) Services/programs they provide to the public C) What are an individual's qualifications for service? D) What type of professionals are the employees? E) Where are the facilities located? F) How they are funded? 3). Have each group discuss the impact the absence of this agency might have on the health of the general public. Share findings with the class through oral presentation. Wrap up: Have students peruse the "Kids Health.org" site to learn at least one new fact about a health service that provides education on prevention of diseases.

**SLO: 5 Goal:** Students will create a healthy meal through the identification and analysis of nutritional data.

**Assessment Activity:** Activity: 1). Each student will receive a "My Plate" placemat. Explain that the activity will be to construct a "healthy meal" targeting breakfast, lunch or dinner. 2). Each student should have reference materials (food label handout) and a computer to research the URLs provided below. 3). Supply the class with enough paper; pencils for drawing; colored pencils and markers, magazines that contain pictures of food, scissors and glue. The students will use the materials to create their healthy meals by drawing them or creating them with pictures from the magazines. 4). As students finish their projects have them placed on a table that the teacher has "set" for a meal. (hint: a nice table cloth would "set the tone") 5). Students will provide a description of what makes their meal "healthy".

**SLO: 8 Goal:** Students will analyze personal fitness levels to develop and demonstrate an individualized wellness plan.

**Assessment Activity:** Teachers should review the following with their students before the assessment is given.

\* The student's participation in a pre and post self-assessment for physical fitness. \* Know your personal scores on the various components of the PF test. \* What are the standards for that particular test for their appropriate age group? \* Have you met stated standards? 1). Have each student use a print out of their physical fitness assessment results. 2). Each student will be provided paper/pencil and access to resource materials/computer. 3). Students will evaluate the results of their fitness assessment and set goals for improving and/or maintaining age-appropriate fitness levels. 4). If students feel comfortable sharing their results have them work within a small group to brainstorm activities that may improve/maintain

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cardiorespiratory endurance, muscular strength/endurance, and flexibility. Wrap Up: Give students the chance to volunteer to share some “insights” on new information they may have learned through research/sharing in developing their plan. Reflection Question: Now that you have set goals and developed a fitness plan, what becomes the most important step in improving your own fitness levels?

**Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

**Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

**Texts and Resources**

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[NJ Model Curriculum - Health Grade 4](#)

[Learn Together/Eat Together/Play Together Lesson Plans](#)

[My Plate Shuffle - Assessment Included](#)

[Nutrition and Gardening Lesson Plan - Assessment Included](#)

[Nutrition and Recipe Activity](#)

[Understanding the Flu - Student Online Reading/Assessment](#)

Brainpop “Food Safety” online video: <http://www.brainpop.com/health/nutrition/foodsafety/>

KidsHealth.org online article “When it’s Just You After School” [Read Aloud.](#)

Kids Health.org online article “Being Safe in the Kitchen” [Read Aloud.](#)

Kids Health.org online article “What to Do in a Fire” [http://kidshealth.org/kid/watch/er/fire\\_safety.html](http://kidshealth.org/kid/watch/er/fire_safety.html)

# Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Choices you make with drugs (including medicines), tobacco, and alcohol can affect the quality of your life.

## Essential Questions

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Why is it dangerous and harmful to use drugs in unsafe ways?

What factors cause substance abuse?

How do peers, the media, adults and home environment influence children and teenagers in trying alcohol, tobacco, and other drugs?

Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?

## New Jersey Student Learning Standards

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HPE.2.3.4.B.5

HPE.2.3.4.C.2

HPE.2.3.4.B.3

HPE.2.3.4.A.1

HPE.2.3.4.C.1

HPE.2.3.4.B.1

HPE.2.3.4.B.4

HPE.2.3.4.A.2

HPE.2.3.4.B.2

HPE.2.3.4.C.3

Identify the short- and long- term physical effects of inhaling certain substances.

Differentiate between drug use, abuse, and misuse.

Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

Distinguish between over-the-counter and prescription medicines.

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

Determine possible side effects of common types of medicines.

Compare the short- and long-term physical effects of all types of tobacco use.

Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

## Student Learning Objectives

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Students will:

Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.

Identify the possible side effects that medicines may cause even when used appropriately.

Identify the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.

Identify situations or environments where second hand smoke could impact the health of nonsmokers.

Compare and contrast over-the-counter and prescription medicines.

Explain possible side effects of common types of medicines.

Explain why it is illegal to use or possess certain drugs/substances.

Identify possible consequences for drug possession.

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.

Identify 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.

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

Compare and contrast between drug use, abuse, and misuse.

Explain how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.



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## Instructional Activities

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Research local support groups for tobacco-use cessation.

Complete a research project for Public Health Strategies (ways to prevent diseases, health precautions set up, etc). Students can use the internet as well as the site [www.kidshelath.org](http://www.kidshelath.org) to assist in finding facts.

Using [www.choosemyplate.gov](http://www.choosemyplate.gov) students will construct a healthy plate using nutrition labels to analyze how healthy the meal is.

Create an action plan for their safety –this can include, healthy choices, fire prevention, winter safety, beach safety. Whichever they choose students must explain how this impacts their health.

Discuss what factors impact their social and emotional health. Then they will introduce a way to relieve stress - ie. Yoga, music relaxations, exercises, etc.

Goal: Students will describe how the decision-making process can be used to avoid substance use, misuse, and abuse when being influenced by others.

Activity:

- 1). Review decision-making skills from previous lessons.
- 2). Have students work in small groups of 2-3. Students will construct a list of things that may influence an individual's decisions (family, friends, media, etc.)
- 3). Have groups analyze what consequences may come from these influences when making poor choices with alcohol, tobacco, or other drugs.
- 4). Each group will present a "role play" of a situation incorporating decision-making and avoidance skills.
- 5). Wrap up by having each group contribute an idea for what a student might incorporate into their life that may affirm self-esteem and positive decision-making. (i.e. participating in different activities, especially with family, setting health-related goals....)

Goal: Students will identify possible side effects that medicines may cause even when used appropriately.

Activity:

- 1). Have students work in small groups of 2-3 with a "prescription label" provided by instructor.
- 2). Using laptops, have the students research what prescriptive drug is on the label and list its possible side effects when "taken as directed."
- 3). When the group work is completed have students discuss how these possible side effects may interfere with an individual's daily routine (including sleep).
- 4). What consequences might these side effects have on the function of the family?

Resource: [http://www.pfizer.com/files/health/medicine\\_safety/1-1\\_Medicine\\_Safety\\_and\\_You.pdf](http://www.pfizer.com/files/health/medicine_safety/1-1_Medicine_Safety_and_You.pdf) (provides explanation of understanding side effects . Includes a work chart for use in classroom activity)

Goal: Students will demonstrates understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health.

Activity: The short-term effects of alcohol, tobacco and drug use/abuse are more immediate to the function of the body (i.e. heart rate, breathing, confusion, nausea, irritability, loss of sleep, etc.). The long-term effects of alcohol, tobacco, and drug use/abuse occur over a period of time and involve the destruction of the physical and mental state of the body and its organ functions (i.e. liver and kidney disease, brain swelling, paranoia, deterioration of circulatory system, etc.).

- 1). Students will be divided the into four groups Assign each group one of the following: a). alcohol c). prescription drugs b). tobacco d). illicit drugs (including inhalants)
- 2). Each group will be given 12 paper plates and a 24" piece of paper for the "heading" of their group's assignment. Allow them time for research and discussion (laptops, texts, handouts, etc.) on short and long term effects and consequences of their assigned substance. On each paper plate have them draw or write ONE effect/consequence illustrating if possible. On the BACK of each plate, have each group write SHORT or LONG term.

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3). Along the perimeter walls have each group post their “heading” and beneath it place their paper plates. After completing the plates, have the teacher guide the class through each group’s posting. Students NOT in the group being discussed will try to state if each plate is a SHORT or LONG term effect.

Resources: <http://drugfacts4youngpeople.com/>

Goal: Students will describe situations and environments where second hand smoke could impact the health of nonsmokers.

Activity: 1). View YOU TUBE VIDEO ON SECOND HAND SMOKE: “SECOND HAND ROSE” (young boy singing to tune of “Second Hand Rose” shows room filling with smoke)[https://www.youtube.com/watch?v=LORfp9\\_1IY0](https://www.youtube.com/watch?v=LORfp9_1IY0)

2). After viewing the video have the entire class contribute to a discussion on: A) What went through your mind as you watched the room fill up with smoke as the young boy sang? B) Can you name one fact about smoking that was in the lyrics of his song? C) Have you ever been in a situation where you were exposed to secondhand smoke? Describe the overall environment. D) Using your prior knowledge, what could you have done to correct or avoid your situation?

3). Wrap up: Using a 3D or printed model of the respiratory system, have the class trace the entry of “secondhand smoke” into the lungs.

Resources: [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/secondhand\\_smoke/health\\_effects/index.htm#children](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm#children)

CDC GRAPHIC INFO POSTER [www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf](http://www.cdc.gov/media/dpk/2013/docs/dpk-TIPS-campaign-jamason.pdf)

FACT SHEET FROM “TOBACCO FREE

KIDS.ORG” <http://www.tobaccofreekids.org/research/factsheets/pdf/0104.pdf>

Goal: Students will demonstrate the ability to differentiate between drug use, misuse and abuse and determine factors (prescription use, not following prescribed directions, addiction) and consequences that could potentially occur.

Activity: Teachers should review the following before the assessment is given. Using drugs safely by understanding medications and what they do. What is the difference between a prescriptive and an “over the counter” medication? How to read prescription labels and follow directions on medication bottles.

Consequences of using or another person’s prescriptions or misusing your own. How the misuse and abuse of medications may lead to addictions. Know steps to take in case over the counter or prescription medicines are taken incorrectly. Misuse: leading to drug poisoning; drugs interacting with one another; not following medical instructions. Abuse: using prescription medicines in ways NOT intended by the prescribing doctor.

Using for the feelings (high) you get from the drugs. Addiction: is a persistent, compulsive dependence on a behavior or substance. \* Teachers will need to print out prescription medication labels from internet sources (at least six different ones and photocopy so there are enough for each student to have one). 1). Have students move about the classroom until they have located all of those students who have the SAME prescription label they hold. Students have now “grouped” themselves. 2). Using resource materials (see below for “anatomy of a prescription label”) and internet connections have students analyze information on their label (i.e. what IS the medication and what is its purpose, possible side effects or interactions). 3). Have each group make a short summative presentation to include all information the group found. Include effects of misuse and/or abuse of the medication. 4). Wrap up: Have students complete the “Medication Quiz” found at: <http://kidshealth.org/teen/quizzes/medications-quiz.html>

Resources: <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm220112.htm>

<http://www.talkaboutrx.org/documents/WarningSigns.pdf>

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## **Interdisciplinary Connections**

PE – using yoga or other physical activities to relieve stress

Technology – research

ELA – essays from their research

## **Assessment**

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Complete Bonko's Body Quiz at: [http://pbskids.org/itsmylife/games/smoking\\_flash.html](http://pbskids.org/itsmylife/games/smoking_flash.html)

Index Card Summaries/ Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

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## **Texts and Resources**

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u2.pdf> -NJ model curriculum assessment

[Nj Model Curriculum SLO](#)

[http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)

PBS Kids – Smoking: [Health Hazards](#)

and PBS Kids – Smoking: [What's in a Cigarette?](#)

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Complete Bonko's Body Quiz at: [http://pbskids.org/itsmylife/games/smoking\\_flash.html](http://pbskids.org/itsmylife/games/smoking_flash.html)

computer [www.pbskids.org/itsmylife/games/smoking\\_flash.html](http://www.pbskids.org/itsmylife/games/smoking_flash.html)

KidsHealth.org online article: "Smoking Stinks" <http://kidshealth.org/kid/watch/house/smoking.html>

[http://kidshealth.org/kid/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw_main_page.html)

Brainpop.com video "Alcohol" <http://www.brainpop.com/health/nutrition/alcohol>

[www.choosemyplate.gov](http://www.choosemyplate.gov)

KidsHealth.org online article "What You Need to Know About

Drugs" [http://kidshealth.org/kid/grow/drugs\\_alcohol/know\\_drugs.html](http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs.html)

PBS Kids – Smoking: [Health Hazards](#)

PBS Kids – Smoking: [What's in a Cigarette?](#)

KidsHealth.org online article: "Smoking Stinks" <http://kidshealth.org/kid/watch/house/smoking.html>

KidsHealth.org video: "How the Body WorksLungs" in order to gain a better understanding of the respiratory system [http://kidshealth.org/kid/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw_main_page.html)

Students will view the Brainpop.com video "Alcohol" <http://www.brainpop.com/health/nutrition/alcohol>

# Unit #3, Family Life, Gr. 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.

## Essential Questions

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What qualities may influence family members?  
Why does puberty begin and end at different times for each individual person?  
What are the fundamental stages during fetal development during pregnancy?  
How do relationships change over time?

## New Jersey Student Learning Standards

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HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
HPE.2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
HPE.2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
HPE.2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
HPE.2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

## Student Learning Objectives

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Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members.  
Explain why puberty begins and ends at different times for each individual person.  
Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.  
Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females  
Compare the difference between health decisions that can be mad alone V. with help.  
Describe the fundamental stages of fetal development during pregnancy.  
Describe the changes that occur during adolescence  
Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.  
Identify the signs of pregnancy.  
Explain the role of the pituitary gland  
Understand the structure and function of the reproductive system.

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Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.

Support the idea that the health of the mother relates to the health of the child.

Explain and defend the purpose of core values in a diverse world.

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### **Instructional Activities**

After a review of family dynamics, have students work individually on a short list of what “structure or guidelines” his/her family has in place (i.e. behavior, discipline, chores/responsibilities around the home, “family time”, making group decisions, etc.). Ask students to choose ONE from their list and write about it as if they were telling a story about their family. The story must include: A) Characters B) Setting C) Plot D) Conflict E) Resolution (include how this affected others in the story) After the class has completed the activity ask for volunteers to share their stories.

Request a picture of each student that depicts them in Grade 3. 2). Make available paper/pencil and arts supplies (enough for the class to share). 3). Fold a piece of large white paper in half lengthwise. Have the students draw themselves using the image from Grade 3 on the left side. 4). Now draw a picture of yourself as you are presently in Grade 4. Use the same clothing in each self- portrait. (Do you still fit into that outfit at home?) 5). Do you notice any change in the way your clothes fit, your physical appearance or the way you feel about yourself? 6). Have student portraits hung around the room. Does it seem like some students in class might be growing or changing at different rates? 7). Class may discuss how students are experiencing different physical changes than others, illustrating how not everyone will go through puberty at the same time or pace

Have students describe the changes and the growth of the fetus during the three trimesters. Students will list the changes under the appropriate picture. Examples 1). First trimester- i.e. heart pumps blood, organs, systems and limbs begin to form. 2). Second trimester- i.e. fetus can hear, moves, kicks, sleeps, skin changes and hair begins to grow. 3. Third trimester- i.e. open close eyes, brain growth, can respond to light and sound.

Build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests.

Students will read and discuss Lesson 5, Your Future Growth, p. B26 Chapter 2 of Macmillan/McGraw Hill Health Textbook Grade 4, and identify the physical, mental and emotional changes an adolescent will go through.

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### **Interdisciplinary Connections**

ELA – Story Writing, Compare Contrast

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### **Assessment**

Communicate with a student in another country using ePals. After exchanging at least four inquiry-based emails, create digital presentations about themselves and their ePals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.

Quiz- Students will describe the fundamental stages of fetal development during pregnancy.

Exit Slip- Students will identify three changes that occur during adolescence

Oral Presentation- Students will explain why puberty begins and ends at different times for each individual.

Research Paper- Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members.

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### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

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Postcard  
My favorite no

**Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

**Texts and Resources**

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[http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre\\_](http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_over)over view (Detailed description of the project including templates )

<http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/> (sample blog)

Macmillan/McGraw Hill Health Textbook Grade 4

[www.mmhhealth.com](http://www.mmhhealth.com)

# Unit #4, Health Community Skills, Gr. 4

Content Area: **Health**  
Course(s): **Health**  
Time Period: **April**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Many health-related situations require the application of a thoughtful decision-making process.

## Essential Questions

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How does decision making resolve potential situations of bullying, discrimination, violence, gang violence, and harassment?  
What are effective interpersonal communication skills in response to disagreements or conflicts with others?  
What are personal character traits that promote wellness and why is it important?  
How can participating in different types of service projects have an impact on community wellness?  
How and when do you seek proper help when yourself or others are experiencing a health emergency?

## New Jersey Student Learning Standards

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HPE.2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
HPE.2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
HPE.2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
HPE.2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
HPE.2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
HPE.2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HPE.2.1.4.C.1	Explain how most diseases and health conditions are preventable.
HPE.2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.

## Student Learning Objectives

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Demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.

Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Display the ability to explain personal character traits that promote wellness and their importance in the local and world community.

Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.

Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.



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Identify what causes stress and describe strategies to deal with stressful situations.

Identify the relationship of personal health practices and behaviors on an individual's body systems.

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

Explain how to prevent diseases and poor health conditions.

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

Identify the characteristics of safe and unsafe situations.

Identify strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Explain the various forms of abuse and ways to get help.

Explain the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

Explain the steps for simple first-aid procedures for choking, bleeding, burns, and poisoning.

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

Compare and contrast violence, harassment, gang violence, discrimination, and bullying.

Create strategies to prevent and resolve violence, harassment, gang violence, discrimination, and bullying.

Identify ways to cope with rejection, loss, and separation.

Identify the causes of stress.

Explain ways to deal with stressful situations.

Explain the impact of participation in different kinds of service projects on community wellness.

Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

Explain when and how to seek help when experiencing a health problem.

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## **Instructional Activities**

### **Effective Decision Making**

Students will demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Activity: Review \* Definition of effective decision-making: Decision making can be defined as the process of making choices among possible alternatives. The skills considered important to effective decision making are based on a normative model of decision making, which prescribes how decisions should be made. These skills include: 1) identifying the decision; 2) explore the alternatives; 3) assessing the likelihood of each consequence; and 4) make a decision. \* What are the "situations" named within the SLO? 1). Have students work in five equal groups (each one representing the 5 "situations" within the SLO): A) Bullying B) Discrimination C) Violence D) Gang violence E) Harassment

Using the definition of decision-making in the REVIEW section, have each student propose a scenario describing a situation that might lead to a conflict. Have the group decide on one of the suggestions. 3). Students will contribute to the writing of a role play for a presentation to the class that resolves the problem. The role play should include non-violent and appropriate strategies to manage/resolve the conflict and consequences of the described behavior. 4). Allow each group to present their role plays to the class. Have the class discuss each scenario after they are presented to see if there could have been an alternative solution. What are the positive outcomes of using "conflict resolution?"

Resource: [www.kidshealth.org](http://www.kidshealth.org)      **Interpersonal Communication**

Students will demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.

Activity: 1). Using paper/pencil to create a list, have small groups brainstorm situations that could make them angry. 2). Think about what your responses HAVE been in these type situations. 3). Individuals will now

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choose a situation from the list and using the skills of conflict resolution write about the alternative ways to deal with anger in a healthier way.

Resource: [http://classroom.kidshealth.org/3to5/personal/growing/conflict\\_resolution.pdf](http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf)  
[http://www.helpguide.org/mental/eq8\\_conflict\\_resolution.htm](http://www.helpguide.org/mental/eq8_conflict_resolution.htm)

### **Service Projects**

Students will display the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social).

Activity: 1). Have the class construct a list on the board of what existing issues might be addressed within OUR community that would benefit its “wellness”. 2). Have students work in small groups (3-4). Have them develop a project to address one of the issues on the list that our community faces. Name the project so that it attracts volunteers or name a specific group that might be able to participate, if any materials/resources are needed, a time frame for completion, and what overall impact this project will have on our community wellness.

WRAP UP: Discuss the value of each project on community wellness. Have the class decide which ones may be written and submitted to the school administrator for possible consideration as service learning projects for local high school students.

\* Community Service: TOP 10 Reasons for

Volunteering <https://students.ucsd.edu/student-life/involvement/community/reasons.html>

\* Have students discuss different service projects that may have been done within the community by individuals/groups. (i.e. shoreline clean up). \* What impact or result did these projects have on our community as a whole?

### **Emergency Situations**

Students will display the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.

Activity: 1) To divide the class into four equal groups, make equal numbers of cards with the following: A) LARGE “X’s” (choking symbol...arms crossed, clutching neck). B) LARGE RED “droplet” (symbol for bleeding). C) FLAME (symbol for burns). D) SKULL and CROSSED BONES (symbol for poisoning). 2). Mix up the cards and hand one to each student in the class. Have the students hold the card on their foreheads symbol facing outward so that it may be seen by others. With NO verbal communication, students must group them-selves according to symbols. 3). Once grouped have the students create a scenario with resolution for their emergency first aid situation including the following information: • How to recognize the potential emergency. • Explain and demonstrate how to properly handle the situation according to simple medical procedures. • How to determine the need for more highly trained medical personnel or not. • How and from where to summon such medical personnel. • How could this first aid emergency have been prevented? 4). Have each group demonstrate and explain their scenarios giving everyone in the group an active role.

WRAP UP: Have a class discussion asking students why it is important for individuals to be trained in simple first aid procedures (first aid for choking, bleeding, burns, and poisoning). What are the benefits of learning these first aid procedures? Are there reasons why someone should NOT attempt to use these first aid procedures?

### **Stressors**

Students will display the ability to identify what causes stress and describe strategies to deal with stressful situations.

Activity: 1). Have students work individually on this activity. Give paper and pencil and ask them to identify one stressor for each: home, with friends, in school/community, and in environment. 2). Have students identify the causes for each stressor and a personal strategy to relieve the stress. Could any of your stressors have had a positive effect on you? 3). Qualify if the stress relief is either physical or mental in type 4). Ask for volunteers to share one of the stressor they identified. What were the causes? Could it have been prevented? Was the stress negative or with control could it have had a positive affect?

WRAP UP:

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Have class make a list of ONLY positive stressors. How are any of these going to contribute to making me a better/strong person of character?

## **Interdisciplinary Connections**

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ELA – essays, lists, discussions

Theater: role plays

## **Assessment**

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Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

## **Texts and Resources**

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[Vandalism Statistics State of NJ](#)

[Bike Safety in the Community](#)

[Community Health Videos - SchoolTube](#)

[Learn about Feelings - Student Driven Activities](#)

[Scholastic Resources](#)

[Readworks Paired Passages - Health](#)