

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 4 Health Curriculum



Adopted by the Board of Education December 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence

Content Area	Health Education	Course Title/Grade Level:	4th Grade
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Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Social and Emotional Health 12 days (Sept/Oct)
<u>Topic/Unit #2</u>	Personal Growth and Safety 12 days (Nov/Dec)
<u>Topic/Unit #3</u>	Nutrition 5 days (Jan/Feb)
<u>Topic/Unit #4</u>	Alcohol, Tobacco, Drugs, & Treatment 10 days (March/April)
<u>Topic/Unit #5</u>	Family Relationships 8 days (May)
<u>Topic/Unit #6</u>	Community Health/Safety 4 day (June)

Topic/Unit 1 Title	Social & Emotional Health	Approximate Pacing	12 classes
STANDARDS			
NJSLS Health			
<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>GEL program (Guidance, Enrichment, Leadership)</p> <p>W.4.3.E Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events. (Ex:Students will create a short multiple ending story. One ending will follow the character if they made a choice to bully. The other ending will follow the character if they made the choice to resolve the issue in an appropriate way)</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <ul style="list-style-type: none"> ● Example: Students will address the physical health and mental health skills that can help them be successful today and how those same skills can be applied to the workplace in the future ● Example: Students will learn about differences and how to respect those differences. Understanding this concept will enable a better workplace environment and more empathy when collaborating with others who don’t always share the same values or skills. 	

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

- Example: Social media use has been repeatedly shown to have negative mental health outcomes from children. Discuss safe use and setting boundaries between what information should be shared and what should be kept offline.

Career Readiness, Life Literacies, and Key Skills:

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

- Example: Students will discuss the online media platform and its connection to potential bullying and harassment.

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

- Example: Students will understand the relationship between personal well-being and how it impacts workplace performance

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

- Example: While exploring their own mental health and identity, students can identify their own personal strengths and interests and conceptualize (perhaps in an artistic/digital format) a presentation on the ways in which they'd like to use those strengths and interests to impact positive change in their communities in the short and long term.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- Example: Throughout the course of Unit 1, students should be given the opportunity to share their own insights and experiences with their peers as they seek to learn more about mental health.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- Example: In Unit 1, students are asked to identify community resources to help with potential issues that may arise. Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (food insecurity, abuse, need of tutoring) and use online tools to research and develop a list of resources that family could utilize.

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

- Example: Online identities continue to be a source of mental health distress for many young people. Provide students text or video resources, discuss this issue as a group, and invite students to create an output representing what makes a positive online identity.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

- Example: See above.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand that self-management skills impact an individual's ability to handle stress. Students will learn about harassment, discrimination, & bullying and how to manage the stress that comes with different types of emotional situations.

- What is stress?
- How can someone express the emotions that come with various forms of stress?
- What are some ways to cope with stress?
- What are harassment & bullying?
- Why are core values such as respect, empathy, and good citizenship important to the world?
- What are some ways to handle conflict and adversity?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> Impact of stress Different feelings and emotions resulting from stress Identify family values and the role they play Difference between healthy and unhealthy relationships Cause of stress and coping Bullying & harassment Acceptance Conflict resolution Core values have an impact 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the connection between social & emotional stress Define Harassment, bullying, discrimination, acceptance Stress management skills Discuss how core values impact school, world community Identify multiple causes of stress and appropriate coping measures

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will create a social and emotional flyer that identifies common stressors, coping strategies, and people in the community that can act as resources.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will identify different stress coping management skills by writing about how they would deal with certain stressors that they might experience in life.
Alternative Assessments (Any learning activity or assessment)	Students create a list ranking their enjoyment in a variety of activities (coloring, dancing, playground, sports, etc) this list can act as a "go to" when students need an emotional boost.

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)		
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- Students should be able to identify stress management skills they can use for a variety of stressors and people in the community that can provide support during challenging times. (Google form)	
RESOURCES		
Core instructional materials:		
NJSLS CHPE Second Step Kidshealth.org		
Supplemental Materials		
Lessons	Additional Resources	
Resources and Lessons: Empathy from Kids Health Resources and Lessons: Conflict Resolution from Kids Health Resources and Lessons: Peer Pressure from Kids Health Resources and Lessons: Self Esteem from Kids Health Resources and Lessons: Bullying from Kids Health Resources and Lessons: Yoga, Emotional Regulation, Mindfulness from Online Physical Education Network Lesson: Being Clear with Your Friends Lesson and Game: Coping Strategies Jeopardy Lesson: Words That Hurt, Words That Heal Lesson: Respect Popcorn Party	Activity: Stop and Think about Positive and Negative Consequences PPT: Impacts of Your Behavior on Others Resource: Goal Setting and Creating SMART Goals	
Modifications for Learners		
See appendix		

Topic/Unit 2 Title	Personal Growth & Safety	Approximate Pacing	12 classes
STANDARDS			
NJSLS Health			
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones.</p> <p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. (Ex. students will identify the importance of protecting personal information and make connections to what they learn in technology class).</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <ul style="list-style-type: none"> • Example: Students will learn about the physical & emotional changes that take place during adolescence and how these changes prepare them for their future. 	
Career Readiness, Life Literacies, and Key Skills:			

- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
- Example: Students will be made aware that the content discussed in this unit is sensitive in nature and should not be forced upon anyone in person or on social media
- CRP3. Attend to personal health and financial well-being
- Example: Students will understand the maturity that is needed to care for one's personal health and the relationship between personal well-being and workplace production
- CRP9. Model integrity, ethical leadership and effective management.
- Example: Students will learn various social skills such as assertiveness and refusal so later in life they can positively impact the directions and actions of a team or organization
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- Example: As students discuss devising plans for how to get answers and help for puberty related conundrums, students can work in groups or as a class to apply critical thinking and devise a list of resources for when they need help.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- Example: As students discuss setting boundaries in this unit, provide space for discussing appropriate boundaries online.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand the direct connection between personal health choices and the impact it has on one's growth and safety.

- What changes occur during adolescence?
- How do these changes affect us physically, socially, and emotionally?
- What health strategies reduce the risk of illness and injury?
- How to leave an uncomfortable situation?
- How can you communicate safely through digital media?
- What are my responsibilities when traveling in a motor vehicle?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> Effects of puberty on the body and mind Safely communicate on digital media with respect How to clearly express their personal boundaries How to exit an uncomfortable situation Responsibility when in a motor vehicle 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify trusted adults Explain the physical, social, and emotional changes that occur during puberty Communicate personal boundaries Examine the impact of unsafe behaviors Identify verbal and physical abuse and ways to get help

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will complete a pen & paper assessment that includes multiple choice & open ended questions on topics covered in the unit.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will make a “Positive Choice, Positive Future” matching assignment that lists responsible behaviors on one side and the potential outcome on the other side. Students will then share their created assignments for others to complete.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<p>Students can create 30 second scenes and act out exit strategies used on the playground to avoid uncomfortable situations.</p> <p>Pre-assessment- Students are provided a worksheet that asks them to list safety issues when traveling in vehicles, and also when traveling as a pedestrian.</p> <p>Students will create a community health tip pamphlet. It will contain one page for the following.. 1)safe travel 2)safe food handling 3)basic first aid 4) how to seek help and resources.</p>
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings</p> <p>Mid unit- students will add new learning to the previous record of learning</p> <p>End of unit-Students will complete a google form questionnaire that addresses responsibility in a motor vehicle, and personal boundaries.</p>
RESOURCES	
Core instructional materials: Just Around the Corner for Boys/Girls (Marsh Media Productions) NJSLS CHPE	
Supplemental Materials	
Lessons	Additional Resources
Resources and Lessons: Puberty from Kids Health Resources and Lessons: Food Safety from Kids Health Resources and Lessons: Fire Safety from Kids Health Resources and Lessons: Bike Safety from Kids Health Lesson: Body Image from Teaching Tolerance	Website: Somerset County Pedestrian Safety Website: Food Safety from US Government Resource: Decision Making Model Resource: Understanding Bloodborne Pathogens Resource: More Bloodborne Pathogens

<p>Lesson: Dealing with Dilemmas - Upstanders, Bystanders, and Whistleblowers from Teaching Tolerance</p> <p>Lesson: Immune System and Germs (PPT) (PDF PLAN)</p> <p>Resources and Lessons: Sleep Curriculum (Accompanying Video)</p> <p>Lessons: Climate Change and Ticks from Dartmouth</p> <p>Self Paced Lesson: Protect Your Health and Environment from PBS</p> <p>Self Paced Lesson: Environmental Impacts on Health from PBS</p> <p>Lesson: Health and the Environment</p> <p>Fight “Bac” (like “Bac”teria) from USDA about Food Safety, primarily at Picnics (Teachers’ Guide) (Activity 1) (Activity 2) (Quiz)</p>	<p>Resource: National Action Plan to Reduce Childhood Injury</p> <p>Resource: Safety Videos for Kids</p> <p>Article: 10 Reasons to Know First Aid</p> <p>Downloadable Board Game: You Make Me Sick</p> <p>Resource: Dangers of Mercury from CDC</p> <p>Resource: Dangers of Heat from CDC</p> <p>Resource: Importance and Information about Helmets from CDC</p> <p>Resource: Sun Safety from CDC</p> <p>Resource: Water Safety from CDC</p> <p>Resource: Hearing Loss Prevention from CDC</p>
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Nutrition	Approximate Pacing	10 days
STANDARDS			
NJSLS Health			
<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>NJSLS Standard for Mathematical Practice 4: Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society), and the workplace (Ex:Calculating nutrient label information)</p>		<p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.</p> <ul style="list-style-type: none"> ● Example: Students will learn about the unfortunate cost of healthy nutrient rich food compared low nutrient food <p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <ul style="list-style-type: none"> ● Example: Discuss how the ways we grocery shop have modernized and are influenced by technology. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> <ul style="list-style-type: none"> ● Example: Students will organize and analyze nutrition data to compare products <p>CRP10. Plan education and career paths aligned to personal goals.</p> <ul style="list-style-type: none"> ● Example: Students will learn the steps necessary for them to help set personal goals regarding healthy food choices enabling them to achieve others career goals in life. <p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p> <ul style="list-style-type: none"> ● Example: Review the resources provided by government to promote food safety and wellness (and potentially what they don't - like the power of food lobbyists) 			
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Students will understand the impact healthy eating has on the body and how to create a meal with quality nutritional content.</p>			

<p>What are factors other than exercise that influence a healthy lifestyle? What is nutrition? How does nutrition affect the body? What information does a food label provide?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Nutrition label Importance of hydration Food and it's connection to energy Benefits of exercise on overall well-being</p>	<p>Students will be able to: Interpret a food label Discuss the importance of hydration and hydration choices Explain the effect food has on one's energy Explain how an active lifestyle combined with proper nutrition can limit the risk of many health conditions</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Multiple choice Nutrition assessment -Food label identification -Proper meal planning -Hydration</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students will be given a blank nutrition label and be asked to research 1 food item they enjoy and fill out the label. Students will answer questions about the food label to demonstrate knowledge.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will design a meal plan for one day addressing the Myplate guidelines.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- summative assessment.</p>
RESOURCES	

Core instructional materials Website: Dietary Guidelines from USDA NJSLS CHPE Healthwaves	
Supplemental Materials	
Lesson Resources	Additional Resources
Resources and Lessons: Breakfast from Kids Health Resources and Lessons: Food Labels from Kids Health Resources and Lessons: Healthy Snacking from Kids Health Resources and Lessons: Personal Fitness from Kids Health Lesson: Reading Advertisements with a Social Justice Lens from Teaching Tolerance Lesson: Food Deserts from Teaching Tolerance Lesson: Challenging Hunger in the United States from Teaching Tolerance Lesson: Sensible Consumers from Teaching Tolerance Resource + Lessons: Learning about Food through Science and Math Lesson: Macronutrients Lesson: Micronutrients Resources and Lessons: Nutrition and Healthy Cooking from USDA	Resource: We Can! On Healthy Eating and Lifestyle Video: Making Healthy Food Choices from PBS Website: 211 New Jersey Website: Local Food Bank Directory Resource: Marketing of Food to Children Resource: Read the Label Food Outreach Materials from FDA
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Alcohol, Tobacco, Drugs & Treatment	Approximate Pacing	10 days
STANDARDS			
NJSLS Health			
<p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. (Ex. students will create a digital poster about alcohol, tobacco, drugs, etc.)</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <ul style="list-style-type: none"> ● Example: Students will learn that most professional workplace positions held enforce substance abuse policies and it can impact the chances of a successful career. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <ul style="list-style-type: none"> ● Example: Students will produce an essay expressing the positive choices they intend to make regarding alcohol and tobacco use <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <ul style="list-style-type: none"> ● Example: Students will understand the consequences of abusing drugs and will discuss the impacts of their decisions on others and 			

the environment around them.

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

- Example: Students will create anti-drug posters with information for various substances.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn about illegal substances and the short and long term effects associated with drug use.

What are some examples of illegal substances?

What are the effects of illegal drugs?

What is the difference between prescription and non prescription?

What are some signs a person might have an alcohol, tobacco, or drug problem?

How are youth and teens exposed to alcohol, tobacco, and other drugs?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

Effects of alcohol, tobacco, and other drugs

Advertising influence

Peer pressure

Prescription/non prescription

Students will be able to:

Explain why it is illegal to use or possess certain drugs

Compare effects of various drugs

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

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

Explain the difference between prescription and non prescription

ASSESSMENT OF LEARNING

Summative Assessment

(Assessment at the end of the learning period)

Students will complete an assessment containing open ended and multiple choice questions regarding alcohol, tobacco, and the effects drugs can have on one's health.

Formative Assessments

(Ongoing assessments during the learning period to inform instruction)

Students will be provided sample tobacco and alcohol advertisements and must comment on the message that is being sent to kids.

Alternative Assessments (Any learning activity or assessment that asks students to *perform to*

Cause and effect. Students will all stand in a line in the middle of the room. The teacher will say "tobacco can be found in..." and give two options and point to each side of the room. The students will then walk to the side of the room that they feel is the correct answer. Gauges student's understanding of content.

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings</p> <p>Mid unit- students will add new learning to the previous record of learning</p> <p>End of unit- Google Form questionnaire addressing topics of prescription vs. non-prescription, refusal skills, short short and long term effects (Given at the end of 4th and 5th)</p>
RESOURCES	
<p>Core instructional materials:</p> <p>Kidshealth.org NJSLS CHPE Healthwaves</p>	
Supplemental Materials	
Lessons	Additional Resources
Resources and Lessons: Alcohol from Kids Health Resources and Lessons: Drugs from Kids Health Resources and Lessons: Smoking from Kids Health	Website: Kids Helpline Drugs and Alcohol Website + Resources: Substance Abuse and Mental Health Services Administration (part of US Dept of Health and Human Services)
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Family Relationships	Approximate Pacing	8 days
STANDARDS			
NJSLS Health			
<p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>1.3.5.D.5 Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem solving skills.</p> <p>Indicator: 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. (Ex. students will create a gallery of different types of families)</p>		<p>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.</p> <ul style="list-style-type: none"> ● Example: Students will understand the various roles that family members have and how different types of employment may be impacted by those roles. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <ul style="list-style-type: none"> ● Example: Students will understand that inappropriate use on social media can impact the entire family. Not only in regards to addressing conduct, but also the impact on potential cyber security issues <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <ul style="list-style-type: none"> ● Example: Students will learn how to recognize potential problems in family life and just life in the career world will understand the nature of the problem, and devise effective plans to solve the problem. 			

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- Example: While students may feel a lack of power or agency when setting boundaries with family members or promoting dignity and respect in their community because of their age, leverage this standard and have students conceive of ways they do have power to impact change.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- Example: Throughout the course of this unit, students should be given the opportunity to share their own insights and experiences with their peers as they seek to learn more about family and community relationships.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- Example: Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (death of a family member, family member experiencing racism or discrimination) and use online tools to research and develop a list of resources that family could utilize.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- Example: Students can discuss how to promote dignity and respect for all communities online and identify behaviors that would not be appropriate.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- Example: See above.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn about the common values that help foster healthy family relationships.

What are common values?

How do common values impact the family?

What are family boundaries?

What are some family values different from others?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

Family values

Family support

Sacrifices families make provide for each other

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

Explain why healthy relationships are fostered in some families and not in others.

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

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will each create a vision board (on google slides) that depicts healthy family values.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will work in a group and create a google slide project. The project will consist of 3 slides, 1) Family values 2) Family support 3) Sacrifices families make
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will Create a family event list. The list will be things that families can do together to help promote positive family values and provide emotional support.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- My Role in My Family-(Identifying the relationship and responsibility you have to the various members of your family)
RESOURCES	
Core instructional materials: NJSLS CHPE KidsHealth.org Second Step	
Supplemental Materials	
Lesson Resources	Additional Resources
Lesson Idea List Resources + Lessons: Teachers Guide to Getting Along from Kids Health	Website + Resource: Good Grief, Grief Counseling for Kids in NJ Article: Healthy vs Unhealthy Relationships
Modifications for Learners	
See appendix	

Topic/Unit 6 Title	Community Health & Safety	Approximate Pacing	4 days
STANDARDS			
NJSLS Health			
2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).			
2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.			
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</p> <p>Cause and Effect</p> <p>Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1)</p> <p>(Ex. students will talk about the cause and effect relationship and how it affects health of humans, animals and plants and will refer to science projects where they devised a solution to help protect against some of the factors influencing climate change)</p>		<p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <ul style="list-style-type: none"> ● Example: students will discuss the roles of various community workers and how they contribute to our safety <p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <ul style="list-style-type: none"> ● Example: Students identify the hierarchy of community, state, and national help that can support them in time of emergency 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <ul style="list-style-type: none"> ● Example: Students will create a Branchburg Health/Safety Community guide. Students will create a simple google slide presentation that could help a new family or student who moves into town. <p>CRP1. Act as a responsible and contributing citizen and employee</p> <ul style="list-style-type: none"> ● Example: Students will be asked to think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their community <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <ul style="list-style-type: none"> ● Example: In Unit 6, students are asked to identify community resources to help with potential health issues that may arise. Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (broken 			

<p>arm, asthma attack, flood) and use online tools to research and develop a list of resources that family could utilize.</p> <p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p> <ul style="list-style-type: none"> • Example: Students research ways government organizations establish protections for the environment and ways those protections could be improved. 	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Students will learn about community members and resources that can assist in health emergencies and provide reliable information	
<p>Who are individuals that support community health? How can the community contribute to address health problems? How does climate change affect people, plants, & animals? What are strategies to help those experiencing anger, sadness, or stress?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Emergency and medical services professionals in the community Climate change impact Ways to contribute to global health issue</p>	<p>Students will be able to: Identify the appropriate service needed to address various needs in the community Explain the impact climate change Seek help when experiencing a health problem. Discuss how the community plays a role in addressing health issues</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students create a resource brochure/google slide promoting staff in the building such as counselor, principal, nurse, and officers.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will have to identify the local supporting health organization and ways to contact them,
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Thank you cards expressing gratitude for the services provided by local health organizations. On the thank you card the student lists the ways the organization helps those in need.
Benchmark Assessments (used to establish baseline)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings

achievement data and measure progress towards grade level standards; given 2-3 X per year)	Mid unit- students will add new learning to the previous record of learning End of unit- Students act out scenarios in which the emergency health services would need to intervene. Students practice how to contact them, what to say, and how to respond upon arrival.
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RESOURCES

Core instructional materials:
NJSLS CHPE
KidsHealth.org

Supplemental Materials

Lessons	Additional Resources
<p>Website + Series of Many Articles: Illness and Injury from Kids Health Collection of Resources: NASA Climate Education Resources Lessons and Activities: Stress from Kids Health Lesson: Everyone is a Helper from Teaching Tolerance Lesson: Activism Online from Teaching Tolerance Lesson: Young Leaders and Achievers Making Change from Newsela Resources and Lessons: Strategies for Teaching about Stress</p>	<p>Website: Branchburg Department of Emergency Services Website: NJ Department of Human Services Article: Kids Health on Finding a Therapist List of Resources: Climate Change Resources Recommended by Common Sense Article: Student scientists develop ways to respond to climate change dangers from Newsela Article: What can I do as a teenager to stop climate change? from Newsela Article: Think-tank challenges climate change with mass mailing to science teachers from Newsela Article: Faith groups increasingly join fight against climate change from Newsela Article: Students to press Congress for common-sense laws on climate change from Newsela Article: Miracle Trees from Time for Kids Article: 8 Questions for Vanessa Nakate from Time for Kids Article: Should all cars be electric? from Time for Kids Article: Youth Climate Crisis from Time for Kids Resource: Strategies for Calming Down from a Therapist Resource: How to Support a Loved One's Mental Health Resource: Kids Environment and Kids Health from NIH Resource: Youth Activist Toolkit</p>

Modifications for Learners

See [appendix](#)