

Mullica Township School District



Health Education Grade 4

Board approval: 11/28/2018

Mullica Township School District
Health Curriculum Unit Plan
1

Title: Wellness

Grade Level: 4

Length of Time: 8 Weeks (8 days)

Unit Summary: Students will acquire concepts in health promotion; develop personal and integrated skills to support healthy and active lifestyles.

Learning Targets

Standard: 2.1 All Students will acquire health promotion concepts and skills to support a healthy, active lifestyles

Strand: A. Personal Growth and Development

CPI# (s):	CPI(s):	Content Statement:
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	The dimensions of wellness are interrelated and impact overall personal well-being.
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.	

Strand: B. Nutrition

CPI# (s):	CPI(s):	Content Statement:
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	Choosing a balanced variety of nutritious foods contributes to wellness.
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.	
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.	
2.1.4.B.4	Interpret food product labels based on nutritional content.	

Strand C. Diseases and Health Conditions

CPI# (s):	CPI(s):	Content Statement:
2.1.4.C.1	Explain how most diseases and health conditions are preventable	The use of disease prevention strategies in home, school, and community promotes personal health.
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	
2.1.4.C.3	Explain how mental health impacts one's wellness.	

Standard: 2.2 All Students will develop and use personal and integrated skills to support a healthy, active lifestyle.

Strand: B. Decision Making and Goal Setting

CPI# (s):	CPI(s):	Content Statement:
2.2.4.B.4	Develop a personal health goal and track progress.	Many health-related situations require the application of a thoughtful decision-making process.

Strand: C. Character Development

CPI# (s):	CPI(s):	Content Statement:

2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.	Personal core ethical values impact the health of oneself and others
Strand: D. Advocacy and Service		
CPI# (s):	CPI(s):	Content Statement:
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.	Service projects provide an opportunity to have a positive impact on the lives of self and others.
Supporting		
Standard: 2.6 All students will apply health-related and skill related fitness concepts and skills and maintain a healthy active lifestyle.		
Strand: A. Fitness and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators	Each component of fitness contributes to personal health as well as motor skill performance.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	
Interdisciplinary Standards		
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		
Unit Essential Questions:		Unit Enduring Understandings:
<ul style="list-style-type: none"> • What makes a food healthy? • To what extent can we keep ourselves disease free? 		<ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer lives.
Unit Objectives (unpacking CPIs where needed):		
<ul style="list-style-type: none"> • <i>Students will explain the physical, emotional, and mental components of health and how they personal wellness.</i> • <i>Students will be able to differentiate healthy and unhealthy eating practices.</i> • <i>Students will explain how mental health impacts ones wellness</i> • <i>Students will explain how most diseases and health conditions are preventable.</i> 		
Evidence of Learning		
Common Formative Assessments:		
<ul style="list-style-type: none"> • Discussion • Exit tickets • Classwork / quizzes 		

Summative Assessments:

- Common Assessment #1 2.1.4.A.1 (Social and Emotional Health)
- Common Assessment #2 2.1.4.A.2 (Personal Health)
- Common Assessment #3 2.1.4.B.1 (Benefits of Healthy Eating)
- Common Assessment #4 2.1.4.B.2 (Eating Practices)
- Common Assessment #5 2.1.4.B.3 (Food Labels)
- Common Assessment #6 2.1.4.B.4 (Disease Prevention)
- Common Assessment #7 2.1.4.C.1 (Mental Health)
- Common Assessment #8 2.1.4.C.2 (Tracking Goals)
- Common Assessment #9 2.1.4.C.3 (Character Development)
- Common Assessment #10 2.2.4.B.4
- Common Assessment #11 2.2.4.C.1
- Common Assessment #12 2.2.4.D.1 (Service Projects)
- Student notebook entries graded w/ rubric

Alternative Assessments:

- Role-play
- Choice board of activities
- Google Slide presentation

Benchmark Assessments:

- Student growth objective

21st Century Life and Careers

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

CRP4. Communicate clearly and effectively and with reason.

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

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

CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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

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

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

Lesson Plans

Lessons	Timeframe
Lesson #1: Growth and Development	3 days
Lesson #2: Diseases and Health Conditions	2 days
Lesson #3: Character Development	2 days
Lesson #4: Service Project	1 day

Modifications**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information

- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner’s multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Resources

Health Promotion Wave kit
 Newsela.com (leveled articles)
 readworks.org (leveled articles)

**Mullica Township School District
 Health Curriculum Unit Plan #
 2**

Title: Alcohol, Tobacco, and other Drugs

Grade Level: 4

Length of Time: 6 (6 days)

Unit Summary: Students will gain knowledge that will help them make healthy choices pertaining to alcohol, tobacco, other drugs and medicines.

Learning Targets

Standard: 2.3 All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy active lifestyle.

Strand: A. Medicines

CPI# (s):	CPI(s):	Content Statement:
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
2.3.4.A.2	Determine possible side effects of common types of medicines.	

Strand: B. Alcohol, Tobacco, and Other Drugs

CPI# (s):	CPI(s):	Content Statement:
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	Use of drugs in unsafe ways is dangerous and harmful
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.	
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	
2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.	

Strand: C. Dependency/Addiction and Treatment

2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	Substance abuse is caused by a variety of factors.
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.	
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	

Interdisciplinary Connections

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

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

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

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

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unit Essential Questions:

- How do I make the right decisions under peer media and other pressures?
- Why does one person become an addict?

Unit Enduring Understandings:

- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- There are common indicators, stages and influencing factors of chemical dependency.

Unit Objectives (unpacking CPIs where needed):

- *Students will distinguish between over the counter and prescription medicines*
- *Students will list short and long term physical and behavioral effects of alcohol use and abuse.*
- *Students will be able to identify short and long term physical effects of inhaling certain substances.*
- *Students will identify signs that a person might have a substance abuse problem.*

Evidence of Learning

Formative Assessments:

- Discussion
- Exit tickets
- Classwork / quizzes

Summative Assessments:

- Common Assessments #1 2.3.4.A.1 (over the counter and prescription drugs)
- Common Assessments #2 2.3.4.A.2 (Side Effects of Medicine)
- Common Assessments #3 2.3.4.B.1 (Illegal Drugs and Consequences)
- Common Assessments #4 2.3.4.B.2 (Physical Effects of Tobacco)
- Common Assessments #5 2.3.4.B.3 (Second-Hand Smoke)
- Common Assessments #6 2.3.4.B.4 (Physical and Behavioral Effects of Alcohol)
- Common Assessments #7 2.3.4.B.5 (Inhalants)
- Common Assessments #8 2.3.4.C.1 (Signs of Addiction)
- Common Assessments #9 2.3.4.C.2 (Drug Use, Abuse, and Misuse)
- Common Assessments #10 2.3.4.C.3 (Influences that Cause Children to Experiment with drugs and Alcohol)
- Student notebook entries w/ rubric

Alternative Assessments: <ul style="list-style-type: none"> • Role-play • Choice board of activities • Google Slide presentation 	Benchmark Assessments: <ul style="list-style-type: none"> • Student growth objective
21st Century Life and Careers	
<p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	
Technology Integration	
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p>	
Lesson Plans	
Lessons	Timeframe
Lesson #1: Drugs and Medicine	2 days
Lesson #2: Alcohol, Tobacco, and Other Drugs	3 days
Lesson #3: Addiction and Treatment	1 days
Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Pair ELL student with student who speaks English and understands/ able to communicate with student's native language • Simplify content • Google Translator • Multi - language word wall <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites • Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students <p>504</p> <ul style="list-style-type: none"> • Keep in mind learner's multi-sensory, visual, and auditory style • Pre teach Vocabulary • Graphic Organizers to Organize and Collect Important Information • Collaborative Grouping to Support Student Needs <p>At - Risk</p> <ul style="list-style-type: none"> • Keep in mind learner's multi-sensory, visual, and auditory style • Preview Lesson to Help Build Student Background Knowledge • Collaborative Grouping to Support Student Needs • Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations <p>Special Education (IEP)</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies 	
Resources	
<p>Health Promotion Wave kit Newsela.com (leveled articles) readworks.org (leveled articles)</p>	

Mullica Township School District
Health Curriculum Unit
Plan # 3

Title: Family Life

Grade Level: 4

Length of Time: 5 Weeks (5 Days)

Unit Summary: Students will use personal and interpersonal skills to communicate with others and make decisions that support a healthy lifestyle. Students will learn about the physical and emotional aspect of human relationships and sexuality as they relate to leading a healthy lifestyle.

Learning Targets

Standard: 2.2 All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.

Strand: B. Decision Making and Goal Setting

CPI# (s):	CPI(s):	Content Statement:
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	Many health-related situations require the application of a thoughtful decision-making process.

Strand: A. Interpersonal Communication

CPI# (s):	CPI(s):	Content Statement:
2.2.4.A.1	Demonstrate effective interpersonal communication in health and safety related situations.	Effective communication may be a determining factor in the outcome of health and safety related situations.
2.2.4.A.2	Explain why healthy relationships are fostered in some families and not in others	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts

Standard: 2.4 All students will acquire knowledge about the physical emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Strand: B. Sexuality

CPI# (s):	CPI(s):	Content Statement:
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.	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children

Strand: C. Pregnancy and Parenting

CPI# (s):	CPI(s):	Content Statement:
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.	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus	The health of the birth mother impacts the development of the fetus.

Interdisciplinary Connections

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

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

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unit Essential Questions:

- Why might educated people make poor decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How does the media affect your perception on health and wellness?
- How can you differentiate between physical, social, and emotional changes during puberty?

Unit Enduring Understandings:

- Decision making can be affected by a variety of influences that may not be in a person's best interest.
- Physical, social, and emotional changes occur during different phases of puberty.
- Media can have a direct result on how we perceive things.

Unit Objectives (unpacking CPIs where needed):

- *Students will identify the characteristics and traits (physical, social, emotional) of adolescent development.*
- *Students will explain how qualities (common values, love, emotional support) are fostered and may influence family members.*
- *Students will explain why puberty begins and ends at different times for each individual person.*

Evidence of Learning

Formative Assessments:

- Discussion
- Exit tickets
- Classwork / quizzes

Summative Assessments:

- Common Assessment #1 2.2.4.B.3 (External Influences on Health Decisions)
- Common Assessment #2 2.2.4.A.1 (Communication in Safety Situations)
- Common Assessment #3 2.2.4.A.2 (Healthy Relationships)
- Common Assessment #4 2.4.4.B.1 (Stages of Puberty)
- Common Assessment #5 2.4.4.C.1 (Fertilization)
- Common Assessment #6 2.4.4.C.2 (Birth Mother and Healthy Fetus)
- Student notebook entries graded w/ rubric

Alternative Assessments:

- Role-play
- Choice board of activities
- Google Slide presentation

Benchmark Assessments:

- Student growth objective

21st Century Life and Careers

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

CRP4. Communicate clearly and effectively and with reason.

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

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

CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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

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

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

Lesson Plans

Lessons	Timeframe
Lesson #1: Social and Emotional Relationships	2 Days
Lesson #2: Puberty	2 Days
Lesson #3: Fetal Development	1 Days

Modifications

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Resources

Health Promotion Wave kit
Newsela.com (leveled articles)
readworks.org (leveled articles)

Mullica Township School District

Health Curriculum Unit Plan

4

Title: Safety

Grade Level: 4

Length of Time: 5 Weeks (5 Days)

Unit Summary: This unit will have students gain knowledge of health promotion and health enhancing behaviors that that will lead to a long, healthy life.

Learning Targets

Standard: 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Strand: D. Safety

CPI# (s):

CPI(s):

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).

2.1.4.D.2

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

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.

Standard: 2.2 All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

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.

2.2.4.E.2

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

Supporting

2.2.4.A.1

Demonstrate effective interpersonal communication in health-and safety-related situations.

Interdisciplinary Connections

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

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

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

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

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unit Essential Questions:

- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?

Unit Enduring Understandings:

- Current and emerging diagnostics, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

Unit Objectives:

- *Students will study and relate health promotion concepts and skills to maintain healthy, active lifestyle.*
- *Students will develop and utilize personal and interpersonal skills to foster a healthy, active lifestyle.*

Evidence of Learning

Formative Assessments:

- Discussion
- Exit tickets
- Classwork / quizzes

Summative Assessments:

- Common Assessments #1 2.1.4.D.1 (Safety Situations)
- Common Assessments #2 2.1.4.D.2 (Types of Abuse)
- Common Assessments #3 2.1.4.D.3 (Traffic Safety)
- Common Assessments #4 2.2.4.E.1 (Community Health Leaders)
- Common Assessments #5 2.2.4.E.2 (Seeking Help)
- Student notebook entries graded w/ rubric

Alternative Assessments:

- Role-play
- Choice board of activities
- Google Slide presentation

Benchmark Assessments:

- Student growth objective

21st Century Life and Careers

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

CRP4. Communicate clearly and effectively and with reason.

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

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

CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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

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

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

Lesson Plans

Lessons	Timeframe
Lesson #1: Safety	3 Days
Lesson #2: Community Health Leader	2 Days

Modifications**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner’s multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Resources

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 readworks.org (leveled articles)

**Mullica Township School District
 Health Curriculum Unit Plan
 # 5**

Title: Social and Emotional Health

Grade Level: 4

Length of Time: 8 Weeks (8 days)

Unit Summary: In this unit, students will explore what it means to have a healthy relationship. They will learn about ways to cope with life stressors.

Learning Targets

Standard: 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: E. Social and Emotional Health

CPI# (s):	CPI(s):	Content Statement:
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.	Many factors at home, school, and in the community impact social and emotional health.
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.	
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.	Stress management skills impact an individual’s ability to cope with different types of emotional situations.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.	

Standard: 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: A. Interpersonal Communication

2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Strand: B. Decision-Making and Goal Setting

2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.	Many health-related situations require the application of a thoughtful decision-making process.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	
Strand: C. Character Development		
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.	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	
Supporting		
Standard: 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle		
Strand A. Fitness and Physical Activity		
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	Each component of fitness contributes to personal health as well as motor skill performance.
Interdisciplinary Connections		
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		
Unit Essential Questions: <ul style="list-style-type: none"> • What is the difference between healthy and unhealthy risks? • Why do we sometimes take risks that can cause harm to ourselves or others? • How do you know whether or not health information is accurate? • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why might educated people make poor health decisions? • How do I overcome negative influences when making decisions about my personal health? • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Making good health decisions requires the ability to access and evaluate reliable resources. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Decision making can be affected by a variety of influences that may not be in a person's best interest. • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will discuss appropriate stress management skills.</i> • <i>Students will demonstrate strategies to prevent and resolve conflicts.</i> • <i>Students will explain effective ways of communicating.</i> 		
Evidence of Learning		

Formative Assessments:

- Discussion
- Exit tickets
- Classwork / quizzes

Summative Assessments:

- Student notebook entries graded w/ rubric
- Project - create a video that highlights one of the following topics: stress response, stress management, healthy interactions

Alternative Assessments:

- Role-play
- Choice board of activities
- Google Slide presentation

Benchmark Assessments:

- Student growth objective

21st Century Life and Careers

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

CRP4. Communicate clearly and effectively and with reason.

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

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

CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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

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

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

Lesson Plans

See Health Promotion Wave kit

Modifications**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Resources

Health Promotion Wave kit
Newsela.com (leveled articles)
readworks.org (leveled articles)

**Mullica Township School District
Health Curriculum Unit Plan # 6**

Title: Decision Making

Grade Level: 4

Length of Time: 4 Weeks

Unit Summary: Students will learn strategies and techniques to help them make healthy decisions concerning one's health.

Learning Targets

Standard: 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B. Decision-Making and Goal Setting

CPI# (s):	CPI(s):	Content Statement:
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	Effective decision-making skills foster healthier lifestyle choices.
2.2.2.B.2	Relate decision-making by self and others to one's health.	
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.	
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.	

Interdisciplinary Connections

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

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

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

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

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unit Essential Questions:

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

Unit Enduring Understandings:

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.

Unit Objectives (it is unpacking CPIs where needed):

- *Students will create a personal health goal.*
- *Students will explain why personal health goals are important.*
- *Students will explain why it is important to think before acting.*

Evidence of Learning

Formative Assessments:

- Discussion
- Exit tickets
- Classwork / quizzes

Summative Assessments:

- Student notebook entries graded w/ rubric
- Project - create a poster educating others about the importance of good decision making or healthy choices

Alternative Assessments:

- Role-play
- Choice board of activities
- Google Slide presentation

Benchmark Assessments:

- Student growth objective

21st Century Life and Careers

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

CRP4. Communicate clearly and effectively and with reason.

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

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

CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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

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

Lesson Plans

See Health Promotion Wave kit

Various news articles (leveled) available at

www.readwork.org or www.newela.com

Modifications**English Language Learners**

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