

NEPTUNE CITY SCHOOL DISTRICT

Elementary Health Curriculum Grade 3



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**HEALTH
GRADE 3
CURRICULUM**

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NEPTUNE CITY SCHOOL DISTRICT

Health Grade 3

Acknowledgements

The NEPTUNE CITY School District is dedicated to preparing our students with the skills and knowledge necessary to be healthy individuals throughout their lives. The Elementary Health curriculum for grade 3 is aligned with the 2014 NJSLs for Comprehensive Health and Physical Education.

It was developed to promote quality physical health in our students. As students advance through the grades, they will master the lifestyle skills needed to keep their bodies healthy through physical activity and healthy lifestyle choices.

The guidelines for this curriculum were created by the collaborative efforts of the curriculum steering committee, inclusive of Dawn Reinhardt, Department Chairpersons for Physical Education and Health, Stacie Ferrara, Ed.D., Interim Supervisor of STEM, and Sally A. Millaway, Ed.D., Director of Curriculum, Instruction, and Assessment.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

Unit Plan Title	Unit 1: Social & Emotional Health and Family Life
Suggested Time Frame	7 weeks

Overview / Rationale

Healthy living requires one to make choices that contribute to their physical and mental well-being. It requires healthy relationships with family members and setting health goal to maintain a healthy body.

Stage 1 – Desired Results

Established Goals: NJSLs for Comprehensive Health and Physical Education

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

Personal Growth and Development

- 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

E. Social and Emotional Health

- 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
- 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.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

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

Decision-Making and Goal Setting

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

Character Development

- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

<ul style="list-style-type: none"> ● 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. ● 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can you learn to like yourself and others? ● What do we mean by health and wellness? ● What kinds of behavior do you feel would put your health at risk? ● Why is it important to choose friends with good character? ● Why is talking about your feelings a healthy habit? ● How does it contribute to your overall well-being? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. ● That health is impacted by their mental and emotional state, as well as, relationships they have between family and friends. ● The decisions we make every day affect our health and/or social relationships.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The three parts of health: social , emotional, physical. ● The six parts of good character. ● The four steps in making responsible decisions. ● Healthful ways for communicate. ● The four steps to resolving conflicts. ● What risky behaviors are. ● The steps to making a decision. ● What good character is. ● What a healthy self-concept is. ● What to do if you do something wrong. ● What an I-message is. ● How to manage stress. ● How peer pressure works. ● Ways to make new friends. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Be aware of the three parts of health. ● Compare and contrast healthy and risky behaviors. ● Model resistance skills. ● Analyze how choosing risky behaviors can harm your health. ● Produce questions to ask before making decision. ● Model ways to communicate with responsible adults about health decisions. ● Exhibit the six parts of good character. ● Realize why your friends and heroes should have good character. ● Exhibit actions that help you have a healthy self-concept and to show respect. ● Produce I-messages and communicate emotions in healthful ways.

<ul style="list-style-type: none"> • What the four steps to resolving conflicts are. • Ways to get along better with others. • How friends can help each other take responsibility for health. 	<ul style="list-style-type: none"> • Demonstrate ways to keep your mind healthy. • Propose better ways to manage stress. • Apply the four steps in making responsible decisions and the four steps to resolving conflict. • Demonstrate ways to show respect for others. • Analyze how peer pressure works. • Recognize ways to be a responsible family member. • Adapt to family changes in healthful ways. • Reflect upon ways to get along better with others. • Critique ways in which friends can help each other take responsibility for health.
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Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
New Jersey Student Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Resources

Key Vocabulary:

health, life skills, personality, heredity, respect, emotion, self-control, attitude, hero, values, responsible decision, stress, stressor, relationship, communicate, body language, conflict, peer, peer pressure, friend, disability

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks: Students will create a pamphlet following these steps:

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

<ul style="list-style-type: none"> ● Choose a healthful action to communicate – pick the one that is most helpful in school. ● Collect information about the action – think about ways your classmates can practice the trait you chose. ● Decide how to communicate this information – layout the best ways in which you want to present this information. ● Communicate your message to others – follow your plan. 	Summative Assessments: <ul style="list-style-type: none"> ● Unit Vocabulary Test ● Chapter Tests
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Stage 3 – Learning Plan	
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: The word HEALTH will be written on the board and the students will brainstorm all the words that they think may be associated with the study of health. ● Whole class discussion: Summarize the brainstorming session focusing on the different areas that health covers with an introduction on social and emotional health. <ul style="list-style-type: none"> ● Teacher will introduce the vocabulary terms and main concepts. ● Students will break up into groups and create a Venn diagram that compares and contrasts social and emotional health. ● Whole class instruction/discussion: Resistance Skills and Role Play Student Activity: <ul style="list-style-type: none"> ● The students will role play in different situations in order to practice their resistance skills. ● Students will write about their reaction to the role play and what they might have done differently. ● Whole class instruction/discussion: Conflict Resolution Skills and Role Play Student Activity: <ul style="list-style-type: none"> ● The students will role play in different situations in order to practice conflict resolution skills. ● Students will write about their reaction to the role play and what they found most difficult to do. ● Whole class instruction/discussion: Decision Making Skills and Role Play Student Activity:

	<ul style="list-style-type: none"> • The students will role play in different situations in order to practice their decision making skills. • Students will write about their reaction to the role play and suggest alternate decisions that could have been made and their outcomes. • Student Writing Activity: Journaling on Stress <ul style="list-style-type: none"> • The students will keep a journal of all the things that make them feel stressed over a period of time. Then they will use the list to decide if the stress that they have experienced was healthy or harmful. • Whole class discussion: Strategies that Reduce Stress <ul style="list-style-type: none"> • The students will refer to their journals and write about some strategies that might reduce the stress that they have experienced.
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Repetition and additional practice • Use of assistive technology (as appropriate) • Assign a peer buddy • Check for understanding with more frequency • Provide oral reminders and check student work during independent practice • Chunk the assignment - broken up into smaller units, work submitted in phases • Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction

	<ul style="list-style-type: none"> ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist
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	<p>Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal</p> <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 2: Growth and Nutrition
Suggested Time Frame	7 weeks

Overview / Rationale
As we grow, our bodies change. Taking care of our body is essential to our physical well-being. We can do this through a nutritious diet and maintaining a healthy weight to reduce health risks.

Stage 1 – Desired Results	
<p>Established Goals: NJSLs for Comprehensive Health and Physical Education Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems. <p>Nutrition</p> <ul style="list-style-type: none"> ● 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. ● 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. <p>Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> ● 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. ● 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What causes optimal growth and development? ● What is a healthy diet? ● Why is it important to eat a variety of healthy foods? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● The human body system has many parts.

<ul style="list-style-type: none"> ● How do our bodies grow and change? ● How do our bodies systems work together? 	<ul style="list-style-type: none"> ● Humans go through many changes in their life and physical, social, and emotional health contributes to these changes. ● Food can be healthy and unhealthy for many different reasons. ● Choosing your food carefully will affect your wellness.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How muscles work. ● The purpose of your bones. ● Ways to care for muscles and bones. ● The importance of the circulatory, digestive nervous, and respiratory systems. ● How to care for their heart, lung, and digestive system. ● The five senses. ● How your body grows. ● The stages of the life cycle. ● The different ways in which people learn. ● What the four steps of managing stress are and how to apply them. ● What nutrients your body needs. ● What foods are in food groups. ● How to use the Food Guide Pyramid to make healthful choices. ● What the dietary guidelines are. ● How to follow the dietary guidelines. ● What facts are found on a food label. ● How to plan a healthy menu. ● How to keep food safe. ● How to prepare food safely. ● The health benefits if good table manners. ● The four steps in analyzing what influences your health and how to apply them. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Compare and contrast your muscles and bones. ● Recognize and apply ways to care for muscles and bones. ● Draw and label the circulatory and respiratory systems. ● Describe how to care for your heart and lungs. ● Illustrate the digestive system. ● Evaluate the five senses. ● Reproduce the nervous systems. ● Be aware of how your body grows. ● Compare and contrast all the stages of the life cycle. ● Be aware of the various ways in which people learn. ● Describe and apply four steps in managing stress. ● Recognize the nutritional needs of your body. ● Arrange food into their proper food groups. ● Analyze the Food Guide Pyramid to make healthful choices. ● Evaluate dietary guidelines. ● Recognize the facts that are found on food labels. ● Critique a healthy meal. ● Exhibit safety rules for preparing foods. ● Critique the benefits of good table manners. ● Demonstrate the four steps in analyzing what influences your health.

Technology Integration

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- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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Social Awareness

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- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others

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

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	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				

New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Resources	
Centers:	
Key Vocabulary:	life cycle, adolescence, cell, tissue, muscle, joint, heart, oxygen, carbon dioxide, lungs, digestion, nerve cell, brain, spinal cord, energy, diet, nutrient, vitamins, puberty, body system, ingredient, and food pyramid.
Teacher Resources	
Websites: <ul style="list-style-type: none">• http://www.mypyramid.gov/• www.health.gov/dietaryguidelines/• http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314• http://www.healthfinder.gov/• http://www.fruitsandveggiesmorematters.org/• http://www.foodchamps.org/• http://www.americanheart.org/presenter.jhtml?identifier=2360• http://www.nutritionexplorations.org/• https://www.healthykids.org/• https://www.bam.gov/index.html• http://www.actionforhealthykids.org/	

Stage 2 – Assessment Evidence	
Performance Tasks: The students will have a variety of food containers and use the nutrition labels to compare and contrast the health benefits of each product. Then they will choose two labels to write about what makes one healthy and one unhealthy. They will also use the products to create a healthy menu for the day.	Formative Assessments: <ul style="list-style-type: none"> Teacher-developed quizzes, tests, academic prompts, homework, etc. Summative Assessments: <ul style="list-style-type: none"> Unit Vocabulary Test Chapter Tests

Stage 3 – Learning Plan	
Suggested Learning Activities	<ul style="list-style-type: none"> Growth- Introductory Activity: “Make a Timeline” Write About It Activity (page B6). <ul style="list-style-type: none"> Have students begin a draft of the major changes in their life on a timeline. Discuss important changes they should include (birth, last birthday, in between major events). Save the timeline draft for continued work, as they write about each event during their study of growing and changing and the parts of the life cycle. Whole class instruction/discussion: “Growth and the Stages of the Life Cycle” <ul style="list-style-type: none"> •Teacher will introduce the vocabulary terms and main ideas on growth. The students will look at the stages of the life cycle and draw pictures of themselves at each stage – looking back to infancy and then guessing at adolescence, adulthood, and late adulthood. Whole class instruction/discussion: “Systems of the Body” - The teacher will point to their head and their toes, then ask the students if these two body parts are dependent upon each other. This will lead to a group discussion on the body, its systems, and how each system works together. Student Activity: •Body Systems Project - •Each student will chose one of the body systems and create a model (labeling all the important parts and writing about the function of each system) Nutrition- Introductory Activity:

	<ul style="list-style-type: none"> • The students will be given a variety of food pictures and will work in small groups to see if they can make a meal out of the foods they have. • Some groups will have a balanced meal while others will have only sweets and “junk food”. • Each group will explain why they made the choices they did. The groups will justify why they might not have been able to make a meal. • Whole class instruction/discussion: Nutrition <ul style="list-style-type: none"> • The class will discuss if the meals made were healthy or unhealthy. • Teacher will introduce the vocabulary terms and main ideas for nutrition. • Student Activity: <ul style="list-style-type: none"> • The students will write a list of the foods they ate the day before and then try to fit the food into MyPyramid. • Students will see how many of the food groups they are eating from, write about each food group and describe how they help their body. “Write About It” Activity (p. B 40)
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Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Repetition and additional practice • Use of assistive technology (as appropriate) • Assign a peer buddy • Check for understanding with more frequency • Provide oral reminders and check student work during independent practice • Chunk the assignment - broken up into smaller units, work submitted in phases • Provide regular home/school communication
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English Language Learners:

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- TPR (Total Physical Response-Sheltered Instruction strategy)
Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy

	<ul style="list-style-type: none"> ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 3: Personal Health and Safety
Suggested Time Frame	7 weeks

Overview / Rationale
We keep our bodies healthy by health-related concepts and skills in everyday lifestyle behaviors. To overcome feelings of inadequacy and low self-esteem, we develop coping skills to support our social and emotional health. Effective communication skills enhance a person's ability to express and defend their beliefs.

Stage 1 – Desired Results	
Established Goals: NJSLs for Comprehensive Health and Physical Education	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Personal Growth and Development	
<ul style="list-style-type: none"> ● 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems. 	
D. Safety	
<ul style="list-style-type: none"> ● 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. 	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
Decision Making and Goal Setting	
<ul style="list-style-type: none"> ● 2.2.4.B.1 Use the decision-making process when addressing health-related issues. ● 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. ● 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. ● 2.2.4.B.4 Develop a personal health goal and track progress. 	
Essential Questions:	Enduring Understandings: <i>Students will understand that...</i>

<ul style="list-style-type: none"> ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What is the difference between healthy and unhealthy risks? ● Why do we sometimes take risks that can cause harm to ourselves or others? ● Are there consequences to the choices we make for our personal health and wellness? ● Does the condition of your eyes, ears, and teeth contribute to lifelong wellness? ● Why is it important to have emergency plans at home and school? ● Are safety precautions necessary for healthy living and wellness? 	<ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● Taking care of their personal hygiene will make them a healthier person. ● Physical activity done in a safe way will support wellness. ● Having a personal health goal is the key to healthy living. ● Being able to keep yourself and others safe is an essential part of wellness.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The importance of medical checkups. ● Ways in which to keep their eyes, ears, and teeth healthy. ● How to make a fitness plan. ● The different ways in which safety equipment is used in football, hockey, skating, baseball, and biking. ● The importance of following rules in case of a fire or bus evacuation. ● Which household and common products could possibly be poisonous. ● How to practice safe habits in water, cars and what to do if they encounter a stranger. ● Why gangs are dangerous and ways that they can stay safe from gangs. ● What to do if they find a weapon. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Be aware of the need for annual medical checkups. ● Describe how to keep your eyes, ears, and teeth healthy. ● Develop a fitness plan. ● Demonstrate ways to be a good sport. ● Evaluate the purpose for safety equipment used for football, hockey, skating, baseball, and biking. ● Develop a safety plan to use in case of a fire at home or at school. ● Be aware of ways to prevent poisoning. ● Recognize the importance of water and traffic safety. ● Demonstrate ways to stay safe from strangers and gangs. ● Explain safety rules that help to prevent injury from guns and knives.

<ul style="list-style-type: none"> • The different tools that belong in a first aid kit, as well as, what to do when using one to aid different injuries. 	<ul style="list-style-type: none"> • Describe precautions to take when giving first aid. • Compare and contrast items that should be part of a first aid kit to help take care of minor injuries.
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Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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

Self-Management

- x Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- x Recognize the skills needed to establish and achieve personal and educational goals
- x Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- x Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.

X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Resources

Key Vocabulary:

grooming, muscle strength, muscle endurance, physical fitness, safety equipment, dental plaque, checkup, heart fitness, accident, emergency, gang, hazard, poison, stranger, violence, and weapon

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>

- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks:

- **Write a skit.** Two friends are on opposite basketball teams. One friend begins to argue and push the other friend. Include how the two friends can resolve their conflict and be good sports towards one another.
- **Design a daily grooming schedule.** Students will create a calendar to remind them of necessary personal hygiene practices that they are to follow. For approximately two weeks, students will keep a daily log of their personal hygiene regiment. Students will critique their current regiment and create an improvement plan to promote overall wellness.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

Suggested Learning Activities

- **Personal Health- Introductory Activity:** The teacher will show students pictures of people with bad grooming habits. For example, pictures of hair, teeth, and clothes that have not been cleaned nor given proper care. Students will explain how the subjects in each example could improve their overall wellness through better grooming practices.
- **Whole class instruction/discussion:** Teacher will introduce the vocabulary terms and main concepts of personal health, including dental health and the care of eyes and ears.
- **Student Activity:** Students will keep a log of their personal hygiene regiments.
- **Whole class instruction/discussion:** Benefits of Physical Fitness and Your Fitness Plan
Student Activity:
 - Students will develop a Physical Fitness Plan. (p. C27)
 - Students will “Practice Healthful Behaviors”- Life Skills (page C 29)

	<ul style="list-style-type: none"> ● Safety-Introductory Activity: The teacher will write the words, “Injury Prevention and Violence” on the board and the students will be asked to write what these words mean to them. ● Whole class instruction/discussion: group discussion about violence and injury prevention indoors and outdoors at home, school and during play and recreation activities. Teacher will introduce the vocabulary terms and main concepts of violence and injury prevention. ● Student Activity: Students will develop a Fire Escape Plan. “Practice Healthful Behaviors”- Life Skills (page C 47) ● Student Writing Activity: • Students will write about the consequences that may happen when we take unnecessary risks in our everyday lives. During whole class discussion, students share possible risk taking behavior and the consequences. ● Student Activity: <ul style="list-style-type: none"> ● Students will work in groups and brainstorm strategies to avoid violence and prevent injury ● Students will perform skits applying the non-violent skills that they have learned. ● Whole class instruction/discussion: Staying Safe Around People <ul style="list-style-type: none"> ● Students will “Use Resistance Skills”- Life Skills (p. C 63) ● Students will do “Critical Thinking”- Evaluate (p. C 63) ● Whole class instruction/discussion: “First Aid” <ul style="list-style-type: none"> ● Students will break into assigned topic groups. Each group will discuss the steps for giving First Aid for each emergency and report back to the class. ● Students will do “Critical Thinking”- Apply and Life Skills “Be a Health Advocate”(page C 77)
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered

	<ul style="list-style-type: none"> ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice
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	<ul style="list-style-type: none"> ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 4: Diseases, Drugs, and Medicine
Suggested Time Frame	8 weeks

Overview / Rationale
Drug usage prevents one from living a healthy lifestyle. Medicines must be used correctly in order to be safe and have the maximum benefit. Tobacco has harmful effects on the human body. Treatment of drug abuse can help people live longer by implementing a plan to reach realistic wellness goals.

Stage 1 – Desired Results
<p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>C. Diseases and Health Conditions</p> <ul style="list-style-type: none"> ● 2.1.4.C.1 Explain how most diseases and health conditions are preventable. ● 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. <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Medicines</p> <ul style="list-style-type: none"> ● 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines. ● 2.3.4.A.2 Determine possible side effects of common types of medicines. <p>B. Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> ● 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. ● 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. <p>C. Dependency/Addiction and Treatment</p>

<ul style="list-style-type: none"> ● 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. ● 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. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are drugs, alcohol, and tobacco harmful to the body? ● Besides the physical effects of drugs and alcohol, how does using drugs and alcohol affect the user? ● What can you do when you feel the effects of peer pressure? ● Who can you talk to about drugs, alcohol, and tobacco? ● If drugs, alcohol, and tobacco are so harmful, why do people use these substances? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Disease and health conditions can have serious effects on them during their lifetime. ● There are medicines that are safe and medicines that are unsafe. ● There are serious health implications connected with the use of alcohol, tobacco, and other drugs. ● There is a difference between the safe use of medical drugs and drug misuse. ● There is a difference between communicable and non-communicable diseases, as well as between acute and chronic diseases.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Ways to prevent the spread of disease. ● The safety rules to follow when using medicine. ● How to get help for drug abuse. ● How to say “no” to alcohol, tobacco, and drugs. ● The benefits of a drug-free lifestyle are. ● The ways that alcohol affects physical health. ● The ways that alcohol affects the way a person thinks, feels, and acts. ● That smoking and smokeless tobacco harm health. ● Ads try to get people to use tobacco. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● List ways medicines can help health. ● Explain how prescription and OTC drugs differ. ● List safety rules to follow when using medicine. ● Explain how to get help for drug abuse. ● Demonstrate resistance skills when saying “no” to drinking alcohol and using tobacco. ● Use resistance skills to say “no” to illegal drugs. ● Discuss ways that alcohol affects physical health and the way a person thinks, feels, and acts.

<ul style="list-style-type: none"> ● Secondhand tobacco smoke harms health. ● Caffeine can harm health. ● The harmful effects of illegal drugs. ● The dangers of chemical inhalants. ● The four steps in using resistance skills and how to apply them. 	<ul style="list-style-type: none"> ● Describe how smoking and smokeless tobacco harm health. ● Explain how ads try to get people to use tobacco. ● Compare the ways secondhand tobacco smoke harms health of nonsmokers to smokers. ● Tell ways caffeine can harm health. ● List the harmful effects of illegal drugs. ● List the dangers of chemical inhalants. ● Describe and apply the four steps in using resistance skills.
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Technology Integration

x 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
New Jersey Student Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Resources	
Key Vocabulary:	Drug, medicine, prescription medicine, over-the-counter (OTC) medicine, alcohol, tobacco, nicotine, dependence, caffeine, communicable disease, germ, bacteria, virus, symptom, fever, immune system, antibody, vaccine, allergy.
Teacher Resources	
Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ • http://www.fruitsandveggiesmorematters.org/ • http://www.foodchamps.org/ • http://www.americanheart.org/presenter.jhtml?identifier=2360 • http://www.nutritionexplorations.org/ • https://www.healthykids.org/ • https://www.bam.gov/index.html • http://www.actionforhealthykids.org/ 	

Stage 2 – Assessment Evidence	
Performance Tasks: The students will have a choice of two different themed posters – <ul style="list-style-type: none"> • Stop Germs: They must make a poster to show what the most effective ways are to stop the spread of germs hand washing, keeping a clean area where food is, including the proper way to wash hands. 	Formative Assessments: <ul style="list-style-type: none"> • Teacher-developed quizzes, tests, academic prompts, homework, etc. Summative Assessments: <ul style="list-style-type: none"> • Unit Vocabulary Test • Chapter Tests

<ul style="list-style-type: none"> ● Say “NO” to drugs, alcohol, and tobacco: They will have to list all the ways to say no and the reasons why it is not good for their health. ● Both posters must be creative and have a slogan or picture that would grab the reader’s attention. 	
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Stage 3 – Learning Plan	
Instructional Strategies	Descriptions
Suggested Learning Activities	<ul style="list-style-type: none"> ● Medicines and Drugs - Introductory Activity: The teacher will write a list of items on the board – honey, cough syrup, soda, vaccination shots, sweet tarts, wine, chicken, watermelon, cough drops, water. The students will discuss in small groups if these items are medicines or not. Individually, they will then answer the question “Do medicines help us and how?” in writing. ● Whole class instruction/discussion: “Using Medicines Safely” ● Student Activity: <ul style="list-style-type: none"> ● Critical Thinking-Apply: What should you do if another student offers you a prescription drug? (p. D9) Share your ideas with the class. ● Students will “Be a Health Advocate”- Life Skills Critical Thinking (p. D9) ● Whole class instruction/discussion: “The Effects of Alcohol and How to Use Resistance Skills” ● Student Activity: <ul style="list-style-type: none"> ● Critical Thinking-Apply: Create a Poster (p. D15) ● Students will “Use Communication Skills”- Life Skills Critical Thinking (p. D15) ● Whole class instruction/discussion: “The Effects of Tobacco and How to Say No” ● Student Activity: <ul style="list-style-type: none"> ● Follow steps to use Resistance Skills. Foldables-To Learn Life Skills (p. D23) ● Role play situations that they are asked to do drugs, drink alcohol, or smoke.

	<ul style="list-style-type: none"> ● Whole class instruction/discussion: “Communicable Diseases and the Spreading of Germs” ● Student Activity: <ul style="list-style-type: none"> ● Students will “Practice Healthful Behavior, Prevent the Spread of Germs.”- Learning Life Skills Critical Thinking (p. D44) ● Follow steps to Practice Healthful Behavior- Foldables-To Learn Life Skills (p. D45) ● Whole class instruction/discussion: “Chronic Diseases” ● Student Activity: Students will “Make Responsible Decisions”- Critical Thinking Life Skills (p. D53) ● Small Group Student Activity: “Read Graphics”- Students will use the table (p. D55) that describes a communicable disease as a model for making their own tables for either communicable or chronic diseases and present them to the class.
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors

	<ul style="list-style-type: none"> ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal
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	<p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 5: Community, Communication, and Leadership
Suggested Time Frame	7 weeks

Overview / Rationale
Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Stage 1 – Desired Results
<p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> ● 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs. ● 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. ● 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> ● 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. ● 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. <p>Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> ● 2.2.4.B.1 Use the decision-making process when addressing health-related issues. ● 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. ● 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. ● 2.2.4.B.4 Develop a personal health goal and track progress. <p>E. Health Services and Information</p> <ul style="list-style-type: none"> ● 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.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Are you affected by the media? In what manner? ● Do you think communication is important? ● How do I learn to stand for and communicate my beliefs to others without alienating them? ● How do I overcome negative influences when making decisions about my personal health? ● Where do I go to access information about good health and fitness services? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Being able to communicate well is essential to a healthy lifestyle. ● Effective communication skills enhance a person's ability to express and defend their beliefs. ● Making good health decisions requires the ability to access and evaluate reliable resources. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. ● The media has a great impact on own lives. ● Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. ● There are numerous health and fitness programs available that provide a variety of services.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Ways to get health information. ● How you can check out commercial for health products. ● Ways to be a consumer. ● Ways to organize your time and spend money wisely. ● Different kinds of healthful community activities. ● Where health helpers work. ● The four steps in accessing health facts, products, and services. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain how you can check out commercial for health products. ● Analyze the influence of culture, media, and technology on your health choices. ● Describe ways to be a consumer. ● Describe ways to organize your time and spend money wisely. ● Describe different kinds of healthful community activities. ● Tell where health helpers work. ● Apply the four steps in accessing health facts, products, and services.

<ul style="list-style-type: none"> ● How to apply the four steps in accessing health facts, products, and services. ● How people use natural resources. ● What you can do to stop pollution. ● How water is kept clean. ● The harmful effects of noise pollution. ● Ways to save resources. ● How communities stay clean. ● The four steps in advancing for health. 	<ul style="list-style-type: none"> ● Explain how people use natural resources. ● Tell what you can do to stop pollution. ● Explain how water is kept clean. ● Explain the harmful effects of noise pollution. ● Tell ways to save resources. ● Explain how communities stay clean. ● Apply the four steps in advancing for health.
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Technology Integration

x **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration	E	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
<p>New Jersey Student Learning Standards</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Resources

Key Vocabulary:	consumer, media, Internet, community, hospital, clinic, organized, environment, natural resources, pollution, litter, noise, decibel, reduce, reuse, recycle.
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Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Task:

- The students will create an ad to sell a product of their choice.
- The students will have to design the ad making sure to include the name of the product; the products claim about what it can do for you and a slogan of picture that will draw in the consumer.
- They must also write a paragraph telling the truth about the product to insure that they understand that ads are on a reliable source of information and that they must be the smart consumer.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan	
Instructional Strategies	Descriptions
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: The board will have food labels and advertisements across it for a variety of products. The students will have to list the healthy and unhealthy products in two columns. This will start off the discussion about being a health-wise consumer. ● Whole class instruction/discussion: “Being a Health-Wise Consumer” ● Student Activity: <ul style="list-style-type: none"> ● The students will use the internet to find sites that help them choose products that are healthy. ● Students will evaluate various resources for the most reliable source of information. Critical Thinking-Apply: Compare (page E9) ● Small Group Student Activity: <ul style="list-style-type: none"> ● Students will “Make Responsible Decisions”- Life Skills Critical Thinking (p. E 9) ● Follow guidelines for Making Responsible Decisions and report out to the class the evaluation made by the group and the reasons for it. ● Whole class instruction/discussion: “Community Health Helpers” ● Small Group Student Activity: <ul style="list-style-type: none"> ● Students will create a chart of the health helpers that work in our community and what their job is as a helper. ● Students will be given an emergency scene to role-play in small groups. See Life Skills Critical Thinking “Use Communication Skills” (p. E 13) Afterwards they will reflect on the emergency situation and write about what they learned about communication during this role-play. ● Whole class instruction/discussion: “Community Health and Environmental Advocate” <ul style="list-style-type: none"> ● Students will follow steps to “Be a Health Advocate” using Foldables-To Learn Life Skills (p. E37) ● The students must reuse products to make something new- turn an old can into a pencil holder, decorate a glass jar and use it as

	a penny jar, or be creative and give an ordinary object a new job.
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving Students:

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion

	<ul style="list-style-type: none"> ● Allow students to move through the assignment at their own pace, as appropriate.
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GRADE 3 HEALTH PACING GUIDE						
LESSONS	TOPIC	NJSLS		LESSONS	TOPIC	NJSLS
1	Social and Emotional Health and Family Life	2.1		19	Personal Health and Safety	2.1
2	Social and Emotional Health and Family Life	2.1		20	Personal Health and Safety	2.1
3	Social and Emotional Health and Family Life	2.1		21	Personal Health and Safety	2.1
4	Social and Emotional Health and Family Life	2.1		22	Personal Health and Safety	2.1
5	Social and Emotional Health and Family Life	2.1		23	Personal Health and Safety	2.1
6	Social and Emotional Health and Family Life	2.1		24	Personal Health and Safety	2.1
7	Social and Emotional Health and Family Life	2.1		25	Diseases, Drugs and Medicine	2.1
8	Growth and Nutrition	2.1		26	Diseases, Drugs and Medicine	2.1
9	Growth and Nutrition	2.1		27	Diseases, Drugs and Medicine	2.1
10	Growth and Nutrition	2.1		28	Diseases, Drugs and Medicine	2.1
11	Growth and Nutrition	2.1		29	Diseases, Drugs and Medicine	2.1
12	Growth and Nutrition	2.1		30	Diseases, Drugs and Medicine	2.1
13	Growth and Nutrition	2.1		31	Community, Communication and Leadership	2.1
14	Growth and Nutrition	2.1		32	Community, Communication and Leadership	2.1
15	Growth and Nutrition	2.1		33	Community, Communication and Leadership	2.1
16	Growth and Nutrition	2.1		34	Community, Communication and Leadership	2.1
17	Personal Health and Safety	2.1		35	Community, Communication and Leadership	2.1
18	Personal Health and Safety	2.1		36	Community, Communication and Leadership	2.1

NEPTUNE CITY SCHOOL DISTRICT
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