

**NEPTUNE CITY SCHOOL DISTRICT**

# **Elementary Health Curriculum**

## **Grade 4**



**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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Supervisor of Special Services

## **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 4 CURRICULUM**

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## **NEPTUNE CITY SCHOOL DISTRICT**

### **Grade 4 Health**

#### **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 4 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.

<b>Unit A Plan Title</b>	<b>Unit 1: Social &amp; Emotional Health and Family Life</b>
<b>Suggested Time Frame</b>	<b>8 weeks</b>

<b>Overview / Rationale</b>
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.

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals: NJSLs for Comprehensive Health and Physical Education</b></p> <p><b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p> <p><b>Personal Growth and Development</b></p> <ul style="list-style-type: none"> <li>● 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>● 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> </ul> <p><b>E. Social and Emotional Health</b></p> <ul style="list-style-type: none"> <li>● 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>● 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.</li> <li>● 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.</li> <li>● 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul> <p><b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> <p><b>Decision-Making and Goal Setting</b></p> <ul style="list-style-type: none"> <li>● 2.2.4.B.1 Use the decision-making process when addressing health-related issues.</li> <li>● 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</li> <li>● 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</li> <li>● 2.2.4.B.4 Develop a personal health goal and track progress.</li> </ul>

<b>Character Development</b> <ul style="list-style-type: none"> <li>● 2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.</li> <li>● 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.</li> <li>● 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can you learn to like yourself and others?</li> <li>● What is healthy behavior?</li> <li>● How might you build good character?</li> <li>● What are appropriate ways to express your emotions?</li> <li>● How do people earn your respect?</li> </ul>	<b>Enduring Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>● Health goes beyond physical health.</li> <li>● There are strategies to resolve conflict.</li> <li>● Staying healthy mentally, emotionally, and physically is critical to healthy living.</li> <li>● Managing their emotional health is a life skill.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● Plans for good health.</li> <li>● Ways to show respect.</li> <li>● Things that influence their health.</li> <li>● Communication skills.</li> <li>● How to be a friend.</li> <li>● Appropriate ways to resolve conflicts.</li> <li>● How healthy families function.</li> <li>● The importance of healthful friendships.</li> <li>● Bullying prevention strategies.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Create a plan for good health.</li> <li>● Set health goals.</li> <li>● Analyze what influences their health.</li> <li>● Evaluate individual communication skills.</li> <li>● Compare and contrast health versus unhealthy relationships.</li> <li>● Demonstrate ways to resolve conflicts.</li> <li>● Practice healthful behavior.</li> </ul>

## 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
- x   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**

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

**Relationship Skills**

- x   Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- x   Identify ways to resist inappropriate social pressure
- 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

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –  21 <sup>st</sup> Century Themes		Indicate whether these skills are:  <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> 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

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.

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

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:

Attitude, character, emotion, fear, grief, health, healthful behavior, life skill, personality, resistance skills, responsible, risk behavior, sadness, self-concept, self-respect, stress, stressor, values, wellness, wrong decision, abuse, adoption, bully, clique, communication, conflict, environment, family, heredity, I-message, mediation, peer, relationship, respect, role model, and self-control

### Teacher Resources

#### Websites:

- <http://www.mypyramid.gov/>
- [www.health.gov/dietaryguidelines/](http://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	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Create a Venn diagram comparing and contrasting a healthy life and an unhealthy life.</li> <li>● Students will write an essay that explains the difference between the unhealthy life and the healthy life. Students will conclude by explaining the importance of overall health.</li> <li>● Teacher-developed quizzes, tests, academic prompts, homework, etc.</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit Vocabulary Test</li> <li>● Chapter Tests</li> </ul>

Stage 3 – Learning Plan	
<b>Suggested Learning Activities</b>	<b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>● Why is it important to have healthy mental, emotional, family, and social health?</li> <li>● What is a true friend? Why is it important to be a good friend?</li> <li>● Create a Venn diagram comparing of you and your friend:</li> <li>● Think about interests that you and your friend have in common. Then think about ways that you and your friend are different. Write a paragraph explaining the diagram.</li> <li>● What are our bullying prevention school rules? Why is it important to follow these rules?</li> </ul> <b>Text Read Aloud Strategies:</b> <ul style="list-style-type: none"> <li>● MacMillan McGraw-Hill Health and Wellness: Chapters 1+2.</li> <li>● Whole group reading/ discussions</li> <li>● Buddy Reading – Peer Buddies read together and come up with 5 important facts to share with the class.</li> <li>● Small Group- Have 4-5 students work together to create a summary of the Lesson’s important or main idea(s).</li> </ul> <b>Health “Center” Activities:</b> <ul style="list-style-type: none"> <li>● Personality: Create a coat of arms that describes you! (p.A11 Teacher’s Edition)</li> <li>● Make a list of responsible decisions that a fourth grader can make. Make a list of irresponsible decisions a fourth grader can make.</li> </ul>

	<ul style="list-style-type: none"> <li>● Create a brochure that presents strategies to overcome boredom. Students will draw and/or write things they can do at school, home, and outside to overcome boredom (text A30)</li> <li>● Make a collage – Draw a series of pictures illustrating emotions. On the back explain one way to deal with each emotion in an appropriate way.</li> </ul> <p><b>Role Playing:</b></p> <ul style="list-style-type: none"> <li>● Students can role play bullying situations. Act out appropriate ways to deal with bullies.</li> <li>● Students will act out common 4th grade problems and the class can brainstorm ways to resolve the problem in a healthy way.</li> </ul>
<b>Modifications and Accommodations:</b>	<p><b>Special Education Students:</b> <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"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> </ul>

	<ul style="list-style-type: none"> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> <li>● Provide regular home/school communication</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Scaffold language based on their Can Do Descriptors</li> <li>● Alter materials and requirements according to Can Do Descriptors</li> <li>● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and additional practice</li> <li>● Model skills and techniques to be mastered</li> <li>● Native Language translation (peer, assistive technology, bilingual dictionary)</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Check for understanding with more frequency</li> <li>● Use of self-assessment rubrics</li> <li>● Increase one-on-one conferencing; frequent check ins</li> <li>● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring</li> <li>● Extended time</li> <li>● Projects completed individually or with partners</li> <li>● Use online dictionary that includes images for words: <a href="http://visual.merriamwebster.com/">http://visual.merriamwebster.com/</a>.</li> <li>● Use online translator to assist students with pronunciation: <a href="http://www.reverso.net/text_translation.aspx?lang=EN">http://www.reverso.net/text_translation.aspx?lang=EN</a>.</li> </ul> <p><b>Students at Risk of Failure:</b></p>
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	<ul style="list-style-type: none"> <li>● Use of self-assessment rubrics for check-in</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information and/or directions</li> <li>● Opportunity for repetition and additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time</li> <li>● Strategic seating with a purpose</li> <li>● Provide students opportunity to make corrections and/or explain their answers</li> <li>● Support organizational skills</li> <li>● Encourage student to proofread work</li> <li>● Assign a peer buddy</li> <li>● 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</li> </ul> <p><b>High Achieving Students:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Allow students to pursue independent projects based on their individual interests</li> <li>● Provide enrichment activities that include more complex material</li> <li>● Allow opportunities for peer collaboration and team-teaching</li> <li>● Set individual goals</li> <li>● Conduct research and provide presentation of appropriate topics</li> <li>● Provide students opportunity to design surveys to generate and analyze data to be used in discussion</li> <li>● Allow students to move through the assignment at their own pace, as appropriate.</li> </ul>
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<b>Unit Plan Title</b>	<b>Unit 2: Growth and Nutrition</b>
<b>Suggested Time Frame</b>	<b>7 weeks</b>

<b>Overview / Rationale</b>
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.

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals: NJSLS for Comprehensive Health and Physical Education</b></p> <p><b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p> <p><b>A. Personal Growth and Development</b></p> <ul style="list-style-type: none"> <li>● 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>● 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> </ul> <p><b>C. Nutrition</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</li> <li>● 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.1.4.B.4 Interpret food product labels based on nutritional content.</li> </ul> <p><b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> <p><b>A. Interpersonal Communication</b></p> <ul style="list-style-type: none"> <li>● 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>● 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> </ul>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What causes optimal growth and development?</li> <li>• What are ways to keep muscles healthy?</li> <li>• How do our body systems work together?</li> <li>• How do we change throughout the life cycle?</li> <li>• How do food choices affect our wellness?</li> <li>• Why is it important to follow the food pyramid guide?</li> </ul>	<p><b>Enduring Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• The body has seven systems and each has a specific job to do.</li> <li>• Humans continue to change and learn throughout their whole life.</li> <li>• Making healthful and responsible food choices will affect your health.</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Human anatomy including the seven body systems.</li> <li>• The stages of growth and development over the life cycle.</li> <li>• How to make responsible, healthy food choices.</li> <li>• How to achieve and maintain a healthful weight.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast your muscles and bones.</li> <li>• Recognize and apply ways to care for muscles and bones.</li> <li>• Describe how to keep your skin healthy.</li> <li>• Draw and label the circulatory and respiratory systems.</li> <li>• Describe how to care for your heart and lungs.</li> <li>• Illustrate the digestive system.</li> <li>• Evaluate the five senses.</li> <li>• Reproduce the nervous systems.</li> <li>• Be aware of how your body grows.</li> <li>• Compare and contrast all the stages of the life cycle.</li> <li>• Be aware of the various ways in which people learn.</li> <li>• Describe and apply four steps in managing stress.</li> </ul>

	<ul style="list-style-type: none"> <li>● Recognize the nutritional needs of your body.</li> <li>● Arrange food into their proper food groups.</li> <li>● Analyze the Food Guide Pyramid to make healthful choices.</li> <li>● Evaluate dietary guidelines.</li> <li>● Recognize the facts that are found on food labels.</li> <li>● Critique a healthy meal.</li> <li>● Exhibit safety rules for preparing foods.</li> <li>● Critique the benefits of good table manners.</li> <li>● Demonstrate the four steps in analyzing what influences your health.</li> </ul>
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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

- x   Recognize one's own feelings and thoughts
- x   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 <sup>st</sup> Century Themes		Indicate whether these skills are:  <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> Career Ready Practices		
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Interdisciplinary Connections				
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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.

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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	
<b>Key Vocabulary:</b>	adolescence, adulthood, body systems, cell, childhood, circulation, dermis, digested, epidermis, heredity, hormone, infancy, joint, life cycle, neuron, organ, puberty, respiration, tissue, additive, advertisement, balanced diet, body image, calorie, carbohydrates, commercial, Dietary Guidelines, empty-calorie food, fats, food allergy, food group, MyPyramid, minerals, MSG, nutrient, overweight, preservative, protein, vitamin
Teacher Resources	
<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov/">http://www.mypyramid.gov/</a></li> <li>• <a href="http://www.health.gov/dietaryguidelines/">www.health.gov/dietaryguidelines/</a></li> <li>• <a href="http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314">http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314</a></li> <li>• <a href="http://www.healthfinder.gov/">http://www.healthfinder.gov/</a></li> <li>• <a href="http://www.fruitsandveggiesmorematters.org/">http://www.fruitsandveggiesmorematters.org/</a></li> <li>• <a href="http://www.foodchamps.org/">http://www.foodchamps.org/</a></li> <li>• <a href="http://www.americanheart.org/presenter.jhtml?identifier=2360">http://www.americanheart.org/presenter.jhtml?identifier=2360</a></li> <li>• <a href="http://www.nutritionexplorations.org/">http://www.nutritionexplorations.org/</a></li> <li>• <a href="https://www.healthykids.org/">https://www.healthykids.org/</a></li> <li>• <a href="https://www.bam.gov/index.html">https://www.bam.gov/index.html</a></li> <li>• <a href="http://www.actionforhealthykids.org/">http://www.actionforhealthykids.org/</a></li> </ul>	

Stage 2 – Assessment Evidence	
<b>Performance Task</b> <b>Body System Project:</b> Teacher Edition p. B18 <ul style="list-style-type: none"> <li>Students break up into groups of seven.</li> <li>Each person in the group will choose one of the seven body systems.</li> <li>Each person will become an expert on their one system.</li> <li>Have the students outline one classmate's entire body on butcher paper.</li> <li>Each student is responsible to illustrate its structure within the body outline, as well as label all the components of that body system.</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher-developed quizzes, tests, academic prompts, homework, etc.</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Unit Vocabulary Test</li> <li>Chapter Tests</li> </ul>

Stage 3 – Learning Plan	
<b>Suggested Learning Activities</b>	<b>Introductory Activity:</b> <ul style="list-style-type: none"> <li>Compare and contrast yourself now vs. when you were 4 years old.</li> <li>What changes have occurred and how would we group these changes?</li> </ul> <b>Whole class instruction/discussion:</b> <ul style="list-style-type: none"> <li>“Systems of the Body”- How is Your Body Organized?</li> <li>What is the relationship between cells, tissues, organs, and body systems?</li> </ul> <b>Writing Ideas:</b> <ul style="list-style-type: none"> <li>Describe how the seven systems of your body work together.</li> <li>Explain how your body is organized</li> <li>Write an essay comparing and contrasting a person that makes healthy, responsible food choices and a person that does not and the consequences of each decision.</li> <li>Since birth, how have you grown and changed thus far?</li> <li>Write about a childhood memory.</li> </ul> <b>Text Read Aloud Strategies:</b> <ul style="list-style-type: none"> <li>MacMillan/ McGraw-Hill Health and Wellness: Chapters 3+4.</li> <li>Whole group reading/ discussions</li> </ul>

	<ul style="list-style-type: none"> <li>● Buddy Reading – Peer Buddies read together and come up with 5 important facts to share with the class.</li> <li>● Small Group- Have 4-5 students work together to create a summary of the lesson’s important or main idea(s).</li> </ul> <p><b>Health “Center” Activities:</b></p> <ul style="list-style-type: none"> <li>● Create a song (or a rap) about a specific body system</li> <li>● Ask students to make a list of everyday objects that have a similar range of motion to a joint in the human body. (Example : door hinge - knee joint)</li> <li>● Students can create a Life Cycle Book. For each stage of the life cycle the student can explain and illustrate the ways humans grow physically, mentally, emotionally, and socially during each stage.</li> </ul> <p><b>Role Playing:</b></p> <ul style="list-style-type: none"> <li>● Have students act out two scenarios: scenario one the person is eating well and scenario two the person is making poor food choices. Students can act out how each person might feel physically, socially, and emotionally.</li> </ul>
<b>Modifications and Accommodations:</b>	<p><b>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></b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> <li>● Provide regular home/school communication</li> </ul>



	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Scaffold language based on their Can Do Descriptors</li> <li>● Alter materials and requirements according to Can Do Descriptors</li> <li>● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and additional practice</li> <li>● Model skills and techniques to be mastered</li> <li>● Native Language translation (peer, assistive technology, bilingual dictionary)</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Check for understanding with more frequency</li> <li>● Use of self-assessment rubrics</li> <li>● Increase one-on-one conferencing; frequent check ins</li> <li>● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring</li> <li>● Extended time</li> <li>● Projects completed individually or with partners</li> <li>● Use online dictionary that includes images for words: <a href="http://visual.merriamwebster.com/">http://visual.merriamwebster.com/</a>.</li> <li>● Use online translator to assist students with pronunciation: <a href="http://www.reverso.net/text_translation.aspx?lang=EN">http://www.reverso.net/text_translation.aspx?lang=EN</a>.</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● Use of self-assessment rubrics for check-in</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information and/or directions</li> <li>● Opportunity for repetition and additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time</li> <li>● Strategic seating with a purpose</li> <li>● Provide students opportunity to make corrections and/or explain their answers</li> <li>● Support organizational skills</li> </ul>
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	<ul style="list-style-type: none"> <li>● Encourage student to proofread work</li> <li>● Assign a peer buddy</li> <li>● 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</li> </ul> <p><b>High Achieving Students:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Allow students to pursue independent projects based on their individual interests</li> <li>● Provide enrichment activities that include more complex material</li> <li>● Allow opportunities for peer collaboration and team-teaching</li> <li>● Set individual goals</li> <li>● Conduct research and provide presentation of appropriate topics</li> <li>● Provide students opportunity to design surveys to generate and analyze data to be used in discussion</li> <li>● Allow students to move through the assignment at their own pace, as appropriate.</li> </ul>
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<b>Unit Plan Title</b>	<b>Unit 3: Personal Health and Safety</b>
<b>Suggested Time Frame</b>	<b>6 weeks</b>

<b>Overview / Rationale</b>
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.

<b>Stage 1 – Desired Results</b>	
<b>Established Goals: NJSLs for Comprehensive Health and Physical Education</b> <b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b> <b>Personal Growth and Development</b> <ul style="list-style-type: none"> <li>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> </ul> <b>D. Safety</b> <ul style="list-style-type: none"> <li>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).</li> <li>2.1.4.D.2 Summarize the various forms of abuse and ways to get help.</li> <li>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.</li> </ul> <b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle</b> <b>Decision Making and Goal Setting</b> <ul style="list-style-type: none"> <li>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</li> <li>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</li> <li>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</li> <li>2.2.4.B.4 Develop a personal health goal and track progress.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why is it important to go to the doctor and the dentist even when you are not sick?</li> </ul>	<b>Enduring Understandings:</b> <i>Students will understand that...</i>

<ul style="list-style-type: none"> <li>• What are ways you can take care of your overall well-being?</li> <li>• Why is it important to take care of your body when you are young?</li> <li>• Why is personal hygiene important?</li> <li>• How does physical activity improve physical health?</li> <li>• What are ways you can prevent injury at home and school?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene is an integral part of personal health.</li> <li>• Physical fitness will support overall well-being.</li> <li>• Implementing safety precaution in everyday life will prevent injuries.</li> <li>• Safety is an essential part of wellness.</li> <li>• Creating a personal health record will keep your healthy lifestyle on track.</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The role of each member of your health-care team.</li> <li>• Ways to care for their eyes and ears.</li> <li>• The structure and function of teeth.</li> <li>• Ways to care for their teeth and gums.</li> <li>• How to choose grooming products.</li> <li>• Ways to choose skin, hair, and nails.</li> <li>• The benefits of physical activity on one's overall wellness.</li> <li>• The five types of physical fitness.</li> <li>• How to develop a personal fitness plan.</li> <li>• How to be a good sport.</li> <li>• The importance of sleep.</li> <li>• Safety rules to prevent injury.</li> <li>• The elements of a family fire safety plan.</li> <li>• Safety rules for playing outside and riding on a car and bus.</li> <li>• How to stay safe in nature disasters.</li> <li>• Explain how and when to call for emergency help.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Create a personal health record.</li> <li>• Evaluate items in a first aid kit.</li> <li>• Apply healthy living strategies.</li> <li>• Analyze what influences their health.</li> <li>• Recognize sources for accessing health facts, products, and services.</li> <li>• Develop a safety plan at home and school to prevent injuries.</li> <li>• Explain appropriate ways/ strategies to avoid gangs and violence.</li> </ul>

## 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 <sup>st</sup> Century Themes		Indicate whether these skills are:  <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>		
9.1	<b>Personal Financial Literacy</b>		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	<b>Career Awareness, Exploration, and Preparation</b>			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.
<b>Interdisciplinary Connections</b>				

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.

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

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	
<b>Key Vocabulary:</b>	exercise, cavity, cool-down, dental plaque, farsighted, flexibility, fluoride, grooming, heart and lung endurance, lifetime sport, muscular endurance, nearsighted, permanent teeth, physical fitness, primary teeth, safety equipment, warm-up, accident, choking, earthquake, Emergency Alert System, emergency, first aid, first aid kit, flood, gang, hurricane, infection, injury, lightning, poison, recovery, safe touch, seat belt, sprain, thunderstorm, tornado, unconscious, universal precautions, unsafe touch, victim, violence, and weapon

Teacher Resources	
<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov/">http://www.mypyramid.gov/</a></li> <li>• <a href="http://www.health.gov/dietaryguidelines/">www.health.gov/dietaryguidelines/</a></li> <li>• <a href="http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314">http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314</a></li> <li>• <a href="http://www.healthfinder.gov/">http://www.healthfinder.gov/</a></li> <li>• <a href="http://www.fruitsandveggiesmorematters.org/">http://www.fruitsandveggiesmorematters.org/</a></li> <li>• <a href="http://www.foodchamps.org/">http://www.foodchamps.org/</a></li> <li>• <a href="http://www.americanheart.org/presenter.jhtml?identifier=2360">http://www.americanheart.org/presenter.jhtml?identifier=2360</a></li> <li>• <a href="http://www.nutritionexplorations.org/">http://www.nutritionexplorations.org/</a></li> <li>• <a href="https://www.healthykids.org/">https://www.healthykids.org/</a></li> <li>• <a href="https://www.bam.gov/index.html">https://www.bam.gov/index.html</a></li> <li>• <a href="http://www.actionforhealthykids.org/">http://www.actionforhealthykids.org/</a></li> </ul>	

Stage 2 – Assessment Evidence	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students will start a healthy living campaign.</li> <li>• Students will write a speech about the importance of personal health and safety and present it to their class (and others).</li> <li>• Students will create a poster or PowerPoint to accompany their speech.</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher-developed quizzes, tests, academic prompts, homework, etc.</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit Vocabulary Test</li> <li>• Chapter Tests</li> </ul>



Stage 3 – Learning Plan	
<b>Suggested Learning Activities</b>	<p><b>Introductory Activity:</b></p> <ul style="list-style-type: none"> <li>● “Health and Fitness- What Does This Mean to You?”</li> <li>● Students will brainstorm a list that gives meaning to the words health and fitness.</li> </ul> <p><b>Whole class instruction &amp; discussion:</b> Preventive Health Measures</p> <p><b>Small Group Activity:</b></p> <ul style="list-style-type: none"> <li>● In each group, brainstorm factors that influence our health after the class discussion. Report out to the whole class.</li> <li>● Create a class chart of the areas that affect our personal health and keep a class summary of the percentage of students who actively addressed these areas at the end of the week.</li> </ul> <p><b>Home Student Activity:</b> Create a personal health record with your family to keep at home.</p> <p><b>Small Group Activity:</b> In each group, brainstorm items that belong in a first aid kit, list them, and then compare to the illustration and list on page C75.</p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>● Write about when you might need health facts, products, and services, as well as where you might find these health facts, products, and services.</li> <li>● Your little brother/ sister/ cousin is going to the dentist for the first time; describe what they might see, how they might feel, and why it is important to take care of your teeth.</li> <li>● Write about your favorite sport. Describe all aspects of the sport. Why do you like it?</li> <li>● Why do people join gangs? What can you do to stay away from gangs and violence?</li> </ul> <p><b>Text Read Aloud Strategies:</b></p> <ul style="list-style-type: none"> <li>● MacMillan McGraw-Hill Health and Wellness: Chapters 5 +6.</li> <li>● Whole group reading/ discussions</li> <li>● Buddy Reading – Peer Buddies read together and write 5 important facts to share with the class.</li> </ul>

	<ul style="list-style-type: none"> <li>● Small Group- Have 4-5 students work together to create a summary of the lessons important or main idea(s).</li> </ul> <p><b>Health “Center” Activities:</b></p> <ul style="list-style-type: none"> <li>● Have students draw a comic strip that prepare a child for a doctor or dentist appointment. Include tips for staying calm at the doctor’s office.</li> <li>● Have students make up a jingle to remind smaller children to take care of their teeth.</li> <li>● Go through a magazine and cut out advertisements of grooming products. (On the back of the paper write how the advisement is persuading the reader to purchase their product.)</li> <li>● Create a fire safety plan and share it with your family.</li> <li>● Create a poster displaying tips about injury prevention in school.</li> </ul> <p><b>Community Involvement:</b></p> <ul style="list-style-type: none"> <li>● Invite a representative from the Jersey Shore Medical Center or the NEPTUNE CITY Police Department to speak to your class about helmet safety.</li> <li>● Plan a trip to Jersey Shore Medical Center to learn more about Personal Health and Safety.</li> </ul>
<p><b>Modifications and Accommodations:</b></p>	<p><b>Special Education Students:</b> <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"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> </ul>

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

### **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**

**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.**

#### **Diseases and Health Conditions**

- 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.

**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.**

#### **Medicines**

- 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.

#### **Alcohol, Tobacco, and Other Drugs**

- 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.

#### **Dependency/Addiction and Treatment**

- 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.

### **Essential Questions:**

- Besides the physical effects of drugs and alcohol, how does using drugs and alcohol affect the user?
- Why are resistance skills important?
- 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?

### **Enduring Understandings:**

*Students will understand that...*

- Alcohol, tobacco, and other drugs are harmful to people's health.
- 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 the difference between acute and chronic diseases.

### **Knowledge:**

*Students will know...*

- Rules for taking prescription and over-the-counter drugs.
- Ways to prevent drug misuse and abuse.
- The types of help available to people with drug and/ or alcohol problems.
- Strategies to just say, "No!" to drugs, alcohol, and tobacco.
- How drugs and alcohol harm users – physically, mentally, and emotionally.
- Secondhand smoke harms health.
- The four steps of resistance skills.
- Ways to reduce the risk of cancer.
- The causes of chronic diseases.
- Ways to reduce triggers for asthma.

### **Skills:**

*Students will be able to...*

- Differentiate between safe drug use and drug abuse.
- Analyze the health implications of alcohol, drug, and tobacco use.
- Compare and contrast over-the-counter, prescription, and illegal drugs.
- Identify the causes and effects of drug use/ abuse.
- Evaluate the reason to say, "No," to drugs, alcohol, and tobacco.
- Apply the resistance skills.
- Critique secondhand smoke and explain its harmful effects.

<ul style="list-style-type: none"> <li>● The steps to setting health goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply strategies to reduce the risk of skin, lung, and colon cancer.</li> <li>● Differentiate between communicable and non-communicable diseases as well as explain the difference between acute and chronic diseases.</li> <li>● List and describe the cause, symptoms, and treatment for common childhood diseases.</li> <li>● Set and implement personal health goals.</li> </ul>
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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

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>	
<b>Check ALL that apply –</b>	<b>Indicate whether these skills are:</b>



21 <sup>st</sup> Century Themes			<ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>
<b>9.1</b>	<b>Personal Financial Literacy</b>	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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		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.
<b>Interdisciplinary Connections</b>			
<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>			

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

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:

alcohol, alcoholism, depressant, drug abuse, drug misuse, drugs, inhalant, marijuana, medicine, nicotine, over-the counter drug, prescription drug, secondhand smoke, smokeless tobacco, steroid, stimulant, tar, allergy, antibiotic, antibody, asthma, cancer, chronic disease, communicable disease, diabetes, disease, heart attack, heart disease, immune, mucus, pathogen, system, treatment, vaccine, and white blood cells

### Teacher Resources

#### Websites:

- <http://www.mypyramid.gov/>
- [www.health.gov/dietaryguidelines/](http://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	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher-developed quizzes, tests, academic prompts, homework, etc.</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Unit Vocabulary Test</li> <li>Chapter Tests</li> </ul>

Stage 3 – Learning Plan	
<b>Suggested Learning Activities</b>	<p><b>Introductory Activity:</b></p> <ul style="list-style-type: none"> <li>“If Drugs, Alcohol, And Tobacco Are So Harmful, Why Do People Use These Substances?”</li> <li>Students will brainstorm a response to the question in small groups and then share with the class.</li> <li>Have students sit in a circle and toss around a soft ball; each person will state one reason to stay drug free when they receive the ball.</li> </ul> <p><b>Centra State Student Awareness Center Trip:</b> Drug awareness presentation “Gateway to Trouble”</p> <p><b>Whole class instruction/discussion:</b> Alcohol, Tobacco and Other Drugs- follow up discussion of the presentation at Centra State and the “gateway drugs”.</p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>Write about a situation in which someone could implement resistance skills.</li> <li>Write a poem or story about a young person feeling pressured to drink.</li> <li>When might a person need a prescription? Explain the difference between over the counter, prescription, and illegal drug.</li> <li>List and explain 5 reasons to say no to tobacco, drugs, and alcohol</li> <li>Have students write a letter to their future selves, explaining why they shouldn’t use illegal drugs or abuse any drug.</li> </ul> <p><b>Text Read Aloud Strategies:</b></p> <ul style="list-style-type: none"> <li>MacMillan/ McGraw-Hill Health and Wellness: Chapters 7and 8.</li> <li>Whole group reading and discussions</li> <li>Buddy Reading – Peer Buddies read together and come up with 5 important facts to share with the class.</li> </ul>

	<ul style="list-style-type: none"> <li>● Small Group- Have 4-5 students work together to create a summary of the lesson's important or main idea(s).</li> </ul> <p><b>Health “Center” Activities:</b></p> <ul style="list-style-type: none"> <li>● Have students create an EMERGENCY CARD that lists emergency phone numbers and post the cards at home in a safe place. Students cards should include: <ul style="list-style-type: none"> <li>● 911</li> <li>● The national Poison Control Number (800) 222-1222</li> <li>● A neighbor, a family member, the family doctor.</li> </ul> </li> <li>● Create a drug free poster. Have students create a poster that displays the importance of staying drug free. (The poster should persuade others not to do drug)</li> <li>● Draw and label the human body (example on p. D17, MacMillan/McGraw-Hill Health and Wellness) and trace the path of smoke when someone inhale a cigarette. On a separate piece of paper explain all the harmful effects of smoking.</li> </ul> <p><b>Role Playing:</b></p> <ul style="list-style-type: none"> <li>● Have students produce skits showing healthful behaviors when taking prescription drugs.</li> <li>● Use positive communication skills to role-play a short dialogue concerning the hazards of smoking between a smoker and a nonsmoker.</li> </ul> <p><b>Community Involvement:</b></p> <ul style="list-style-type: none"> <li>● Invite a representative from the American Cancer Society to come speak about the harmful effects of smoking. (Or)</li> <li>● Invite a smoking cessation counselor speak about the help that is available for smokers who want to quit and how difficult it is to quit smoking once a person starts. (Teacher's Edition p. D2)</li> </ul>
<b>Modifications and Accommodations:</b>	<p><b>Special Education Students:</b> <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"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> </ul>

	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> <li>● Provide regular home/school communication</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Scaffold language based on their Can Do Descriptors</li> <li>● Alter materials and requirements according to Can Do Descriptors</li> <li>● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and additional practice</li> <li>● Model skills and techniques to be mastered</li> <li>● Native Language translation (peer, assistive technology, bilingual dictionary)</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Check for understanding with more frequency</li> <li>● Use of self-assessment rubrics</li> <li>● Increase one-on-one conferencing; frequent check ins</li> <li>● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring</li> <li>● Extended time</li> <li>● Projects completed individually or with partners</li> <li>● Use online dictionary that includes images for words: <a href="http://visual.merriamwebster.com/">http://visual.merriamwebster.com/</a>.</li> <li>● Use online translator to assist students with pronunciation:</li> </ul>
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[http://www.reverso.net/text\\_translation.aspx?lang=EN](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
- Allow students to move through the assignment at their own pace, as appropriate.

**Unit Plan Title**

**Unit 5: Community, Communications, and Leadership**

<b>Suggested Time Frame</b>	<b>7 weeks</b>

### **Overview / Rationale**

This unit focuses on developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

### **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.**

##### **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.**

##### **Interpersonal Communication**

- 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.

##### **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.

##### **E. Health Services and Information**

- 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><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a responsible choice?</li> <li>● Why is it imperative to take care of your environment?</li> <li>● How can you be a Community Helper?</li> <li>● How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>● How do I overcome negative influences when making decisions about my personal health?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Advertisements and commercials serve a purpose however we need to analyze media messages.</li> <li>● There are responsible ways to spend time and money.</li> <li>● Health careers benefit our community.</li> <li>● There is a connection between the environment and their health.</li> <li>● There are strategies to reduce environmental pollution.</li> <li>● It is imperative that we reduce, recycle, and reuse.</li> <li>● Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>● Effective communication skills enhance a person's ability to express and defend their beliefs.</li> <li>● Decision making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>● Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>● There are numerous health and fitness programs available that provide a variety of services.</li> <li>●</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Analyze media messages.</li> </ul>



<ul style="list-style-type: none"> <li>● Ways to keep your school and community environment friendly.</li> <li>● The purpose of advertisements and commercials.</li> <li>● How to check out media messages.</li> <li>● How to make responsible choices.</li> <li>● How to choose healthful entertainment.</li> <li>● Places where health helpers work in the community.</li> <li>● Careers that benefit the community.</li> <li>● Ways to keep their community clean and safe.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast various health careers.</li> <li>● Evaluate health choices.</li> <li>● Generate responsible health choices.</li> <li>● Recommend healthful entertainment.</li> <li>● Analyze the elements of their community that influence their health.</li> <li>● Apply health choices.</li> <li>● Collaborate with their peers to create a “clean, safe community” plan.</li> <li>● Identify ways to keep your school and community environment friendly.</li> </ul>
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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.

- Student Report using Microsoft Office

## 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

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- ☒ 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
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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
- ☒ 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 –	Indicate whether these skills are:

21 <sup>st</sup> Century Themes			<ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>
<b>9.1</b>	<b>Personal Financial Literacy</b>	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
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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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		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.
<b>Interdisciplinary Connections</b>			
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.			

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

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:

career, clinic, commercial, community, entertainment, inpatient, media, outpatient, psychiatrist, pollution, communication, leadership, friendly environment

### Teacher Resources

#### Websites:

- <http://www.mypyramid.gov/>
- [www.health.gov/dietaryguidelines/](http://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:** Adopt a Health Helper  
Each student (or a group of students) will choose a Health Career (i.e. police officer, EMT, firefighter, sanitation worker, nurse, doctor, teacher) and create a presentation to spotlight that specific health helper/ career. Students must write a report, and include a visual project to complement his/ her report. Various Community Helpers can be invited to the class.

#### Formative Assessments:

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

#### Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan	
<b>Suggested Learning Activities</b>	<p><b>Introductory Activity:</b> Think about your favorite ad or commercial. Name one thing you like most about it and write it down. Now turn to your partner and share what each of you wrote. Next add one more thing you like about yours and then your partner’s favorite ad or commercial. Share your reasons with the class and summarize the most popular reasons.</p> <p><b>Whole class instruction/discussion:</b> “Advertising and the Media Sell Products”. Is this statement true and why?</p> <p><b>Writing Activity:</b> What is the purpose of advertisement and commercials? Why should we analyze media messages?</p> <p><b>Community Connection:</b> Invite a representative from the local TV station to talk to the class about entertainment choices, advertising, and government regulations and guidelines that influence programming, especially programming and commercials directed at children. (p.E2)</p> <p><b>Health “Center” Activities:</b> Draw examples or cut out media messages from all three kinds of media (TV, radio, and television). Explain what each advertisement is selling. Why do you think the company chose that specific ad?</p> <p><b>Whole class instruction/discussion:</b> “Be Money Wise”</p> <p><b>Student Activity:</b></p> <ul style="list-style-type: none"> <li>● Create a “mock” budget of a 4th grader. Include an allowance (income) and appropriate spending. Present to class and evaluate.</li> <li>● Interpret Information from a chart: “Budgeting” -MacMillan/McGraw-Hill Health and Wellness Health Masters (p.143)</li> </ul> <p><b>Whole class instruction/discussion:</b> “Healthful Entertainment”</p> <p><b>Writing Ideas:</b></p> <ul style="list-style-type: none"> <li>● Critical Thinking: Explain why video games that show characters harming others are not healthful entertainment? (p. E13)</li> <li>● Learning Life Skills- Making Responsible Decisions: You are watching television after school at a friend’s house and he/she</li> </ul>

	<p>turns on a television show that is extremely violent, what do you do and say? (Foldables P. E 15)</p> <p><b>Health “Center” Activities:</b> Create a Venn diagram comparing and contrasting an appropriate television program and an inappropriate television program.</p> <p><b>Whole class instruction/discussion:</b> “Community Health Care”</p> <p><b>Writing Ideas:</b> Write about your community and places you can get health care in your community.</p> <p><b>Community Connection:</b></p> <ul style="list-style-type: none"> <li>● Invite representatives from various Community Careers to speak to your class about how they help your community.</li> <li>● Visit the Neptune Municipal Building as a means to explore an aspect of our community.</li> </ul> <p><b>Health “Center” Activities:</b> Draw a picture of a person in your community. Explain how they benefit our community.</p> <p><b>Whole class instruction/discussion:</b> “A Healthful Environment / Conserving Resources”</p> <p><b>Health “Center” Activities:</b></p> <ul style="list-style-type: none"> <li>● Leveled Activities: Reducing Pollution (Basic, On-Level, Challenge p. E 35)</li> <li>● Leveled Activities: Conserving Resources (Basic, On-Level, Challenge p. E 41)</li> </ul> <p><b>Community Connection:</b> Invite an environmentalist in to speak to your class about the importance of recycling and keeping your community clean and safe.</p> <p><b>Text Read Aloud Strategies:</b></p> <ul style="list-style-type: none"> <li>● MacMillan/ McGraw-Hill Health and Wellness: Chapters 9 and 10.</li> <li>● Whole group reading/ discussions</li> <li>● Buddy Reading – Peer Buddies read together and come up with 5 important facts to share with the class.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Small Group- Have 4-5 students work together to create a summary of the main idea(s) of the lesson.</li> </ul>
<b>Modifications and Accommodations:</b>	<p><b>Special Education Students:</b> <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"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> <li>● Provide regular home/school communication</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Scaffold language based on their Can Do Descriptors</li> <li>● Alter materials and requirements according to Can Do Descriptors</li> <li>● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and additional practice</li> <li>● Model skills and techniques to be mastered</li> <li>● Native Language translation (peer, assistive technology, bilingual dictionary)</li> <li>● Emphasize key words or critical information by highlighting</li> </ul>

	<ul style="list-style-type: none"> <li>● Check for understanding with more frequency</li> <li>● Use of self-assessment rubrics</li> <li>● Increase one-on-one conferencing; frequent check ins</li> <li>● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring</li> <li>● Extended time</li> <li>● Projects completed individually or with partners</li> <li>● Use online dictionary that includes images for words: <a href="http://visual.merriamwebster.com/">http://visual.merriamwebster.com/</a>.</li> <li>● Use online translator to assist students with pronunciation: <a href="http://www.reverso.net/text_translation.aspx?lang=EN">http://www.reverso.net/text_translation.aspx?lang=EN</a>.</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● Use of self-assessment rubrics for check-in</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information and/or directions</li> <li>● Opportunity for repetition and additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time</li> <li>● Strategic seating with a purpose</li> <li>● Provide students opportunity to make corrections and/or explain their answers</li> <li>● Support organizational skills</li> <li>● Encourage student to proofread work</li> <li>● Assign a peer buddy</li> <li>● 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</li> </ul> <p><b>High Achieving Students:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Allow students to pursue independent projects based on their individual interests</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide enrichment activities that include more complex material</li> <li>● Allow opportunities for peer collaboration and team-teaching</li> <li>● Set individual goals</li> <li>● Conduct research and provide presentation of appropriate topics</li> <li>● Provide students opportunity to design surveys to generate and analyze data to be used in discussion</li> <li>● Allow students to move through the assignment at their own pace, as appropriate.</li> </ul>
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<b>Unit Plan Title</b>	<b>Unit 6: Human Relationships and Sexuality</b>
<b>Suggested Time Frame</b>	<b>7 weeks</b>

<b>Overview / Rationale</b>	
<p>Puberty causes physical, social and emotional changes in our bodies. Each person experiences puberty at different ages and hormones play an important role during puberty</p>	
<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals: NJSLs for Comprehensive Health and Physical Education</b></p> <p><b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p> <p><b>B. Sexuality</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>C. Pregnancy and Parenting</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why do we go through puberty?</li> <li>● Why is fertilization necessary for human reproduction?</li> <li>● Why does the birth mother need to keep herself healthy during pregnancy?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● During puberty they will experience changes that are physical, social and emotional.</li> <li>● Secondary sex characteristics are the bodily changes that occur during puberty.</li> <li>● Each individual is unique and experiences puberty at different ages.</li> <li>● Hormones play an important role during puberty.</li> <li>● Fertilization must take place before the cells can begin to divide and develop into a fetus/embryo.</li> <li>● The fetus/embryo develops inside the uterus of the birth mother.</li> <li>● The health of the fetus is dependent on the health of the birth mother.</li> </ul>

	<ul style="list-style-type: none"> <li>● Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● The function of estrogen and testosterone in relationship to the onset of puberty.</li> <li>● Good hygiene practices.</li> <li>● That the health of the birth mother affects the health of her baby.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Differentiate between social, emotional, and physical changes that occur during puberty.</li> <li>● Identify male/female parts of the reproductive system.</li> <li>● Explain the function of the male/female reproductive system.</li> <li>● Discuss the role that hormones have on the onset of puberty.</li> <li>● Discuss why puberty begins at different times for each person.</li> <li>● Explain that fetal health is supported by the prenatal care of the mother.</li> <li>● Explain that cells divide after fertilization to create a fetus/embryo.</li> <li>● Explain the importance of good hygiene awareness to maintain a healthy life style.</li> </ul>

Technology Integration
<u>  x  </u> <b>8.1 Educational Technology:</b> 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
- x   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 <sup>st</sup> Century Themes		Indicate whether these skills are:
		<ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>A – assessed</b></li> </ul> <b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			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.
<b>Interdisciplinary Connections</b>				
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. NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.				

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	
<b>Key Vocabulary:</b>	puberty; physical, emotional, and social changes; fetus; embryo; uterus; estrogen; testosterone; menstruation; hygiene; erection; ejaculation; fertilization; vagina; cervix; penis; scrotum; testes; nocturnal emissions
Teacher Resources	
<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov/">http://www.mypyramid.gov/</a></li> <li>• <a href="http://www.health.gov/dietaryguidelines/">www.health.gov/dietaryguidelines/</a></li> <li>• <a href="http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314">http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314</a></li> <li>• <a href="http://www.healthfinder.gov/">http://www.healthfinder.gov/</a></li> <li>• <a href="http://www.fruitsandveggiesmorematters.org/">http://www.fruitsandveggiesmorematters.org/</a></li> <li>• <a href="http://www.foodchamps.org/">http://www.foodchamps.org/</a></li> <li>• <a href="http://www.americanheart.org/presenter.jhtml?identifier=2360">http://www.americanheart.org/presenter.jhtml?identifier=2360</a></li> <li>• <a href="http://www.nutritionexplorations.org/">http://www.nutritionexplorations.org/</a></li> <li>• <a href="https://www.healthykids.org/">https://www.healthykids.org/</a></li> <li>• <a href="https://www.bam.gov/index.html">https://www.bam.gov/index.html</a></li> <li>• <a href="http://www.actionforhealthykids.org/">http://www.actionforhealthykids.org/</a></li> </ul>	
Stage 2 – Assessment Evidence	
<b>Performance Task:</b> Write an essay with an emphasis on one of the following: the physical changes, emotional changes or social changes of puberty.	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Teacher-developed quizzes, tests, academic prompts, homework, etc.</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit Vocabulary Test</li> <li>• Chapter Tests</li> </ul>
Stage 3 – Learning Plan	

<p><b>Suggested Learning Activities</b></p>	<p><b>Introductory Activity:</b></p> <ul style="list-style-type: none"> <li>● VIDEO- Just Around the Corner for Boys</li> <li>● VIDEO- Just Around the Corner for Girls</li> <li>● Engage in a whole class discussion following the video on the social, emotional, and physical changes (secondary sex characteristics) that occur at puberty.</li> </ul> <p>Refer to the MacMillan/McGraw-Hill Health and Wellness Family Life Resource:</p> <ul style="list-style-type: none"> <li>● Discuss the diagram of male/female reproductive system (p. 17 Female, p. 39 Male) <ul style="list-style-type: none"> <li>● girls- tracking menstrual cycle (pp.26-27)</li> <li>● girls- female hygiene (pp.24-25)</li> <li>● boys- male hygiene (pp. 42-44)</li> </ul> </li> </ul> <p><b>Student Activity:</b></p> <ul style="list-style-type: none"> <li>● “Question Box”- students write and submit their questions using the question box</li> <li>● Discuss questions submitted, clarify misconceptions</li> </ul>
<p><b>Modifications and Accommodations:</b></p>	<p><b>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></b></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Repetition and additional practice</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> </ul>

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LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
1	Social and Emotional Health and Family Life	2.1	19	Diseases, Drugs and Medicine	2.1
2	Social and Emotional Health and Family Life	2.1	20	Diseases, Drugs and Medicine	2.1
3	Social and Emotional Health and Family Life	2.1	21	Diseases, Drugs and Medicine	2.1
4	Social and Emotional Health and Family Life	2.1	22	Diseases, Drugs and Medicine	2.1
5	Social and Emotional Health and Family Life	2.1	23	Diseases, Drugs and Medicine	2.1
6	Social and Emotional Health and Family Life	2.1	24	Diseases, Drugs and Medicine	2.1
7	Growth and Nutrition	2.1	25	Community, Communication and Leadership	2.1
8	Growth and Nutrition	2.1	26	Community, Communication and Leadership	2.1
9	Growth and Nutrition	2.1	27	Community, Communication and Leadership	2.1
10	Growth and Nutrition	2.1	28	Community, Communication and Leadership	2.1
11	Growth and Nutrition	2.1	29	Community, Communication and Leadership	2.1
12	Growth and Nutrition	2.1	30	Community, Communication and Leadership	2.1
13	Personal Health and Safety	2.1	31	Human Relationships and Sexuality	2.1
14	Personal Health and Safety	2.1	32	Human Relationships and Sexuality	2.1
15	Personal Health and Safety	2.1	33	Human Relationships and Sexuality	2.1
16	Personal Health and Safety	2.1	34	Human Relationships and Sexuality	2.1
17	Personal Health and Safety	2.1	35	Human Relationships and Sexuality	2.1
18	Personal Health and Safety	2.1	36	Human Relationships and Sexuality	2.1

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

An Affirmative Action Equal Opportunity Employer

2025