

Somers Point School District



Curriculum

Health
Grades 3-4
August 2016

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Somers Point School District

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

Administrator: Mrs. Kim Tucker, Supervisor of Curriculum

Secretarial Staff: Mrs. Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

New Jersey State Department of Education

Core Curriculum Content Standards

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education](#)

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

Health Year Long Plan
Grades: 3-4
(32 Weeks)

<u>Unit 1</u> Weeks: 8 (8 Days) Title: Wellness	<u>Unit 2</u> Weeks: 6 (6 Days) Title: Alcohol, Tobacco, and other Drugs	<u>Unit 3</u> Weeks: 5 (5 Days) Title: Family Life	<u>Unit 4</u> Weeks: 5 (5 Days) Title: Safety	<u>Unit 5</u> Weeks: 8 (8 Days) Title: Social and Emotional Health
2.1.4.A.1 2.1.4.A.2 2.1.4.B.1 2.1.4.B.2 2.1.4.B.3 2.1.4.B.4 2.1.4.C.1 2.1.4.C.2 2.1.4.C.3 2.2.4.B.4 2.2.4.C.1 2.2.4.D.1	2.3.4.A.1 2.3.4.A.2 2.3.4.B.1 2.3.4.B.2 2.3.4.B.3 2.3.4.B.4 2.3.4.B.5 2.3.4.C.1 2.3.4.C.2 2.3.4.C.3	2.2.4.B.3* 2.2.4.A.1* 2.2.4.A.2* 2.4.4.B.1 2.4.4.C.1 2.4.4.C.2	2.1.4.D.1 2.1.4.D.2 2.1.4.D.3 2.2.4.E.1 2.2.4.E.2	2.1.4.E.1 2.1.4.E.2 2.1.4.E.3 2.1.4.E.4 2.2.4.A.1 2.2.4.A.2 2.2.4.B.2 2.2.4.B.3 2.2.4.C.2 2.2.4.C.3
<u>Supporting</u> 2.6.4.A.3 2.6.4.A.4			<u>Supporting</u> 2.2.4.A.1	<u>Supporting</u> 2.6.4.A.1

*Note: * means CPI appears in more than one unit and will be assessed in unit with *.*

Health Curriculum

Unit Plan # 1

Title: Wellness

Grade Level Cluster: 3-4

Length of Time: 8 Weeks (8 days)

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

Learning Targets

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

Strand: A. Personal Growth and Development

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

Strand: B. Nutrition

CPI# (s):	CPI(s):	Content Statement:
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively	Choosing a balanced variety of nutritious foods contributes to wellness.
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.	
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.	
2.1.4.B.4	Interpret food product labels based on nutritional content.	

Strand: C. Diseases and Health Conditions

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

	diseases and health conditions.	
2.1.4.C.3	Explain how mental health impacts one's wellness.	
Standard: 2.2 All Students will develop and use personal and integrated skills to support a healthy, active lifestyle.		
Strand: B. Decision Making and Goal Setting		
CPI# (s):	CPI(s):	Content Statement:
2.2.4.B.4	Develop a personal health goal and track progress.	Many health-related situations require the application of a thoughtful decision-making process.
Strand: C. Character Development		
CPI# (s):	CPI(s):	Content Statement:
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.	Personal core ethical values impact the health of oneself and others
Strand: D. Advocacy and Service		
CPI# (s):	CPI(s):	Content Statement:
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.	Service projects provide an opportunity to have a positive impact on the lives of self and others.
Supporting		
Standard: 2.6 All students will apply health-related and skill related fitness concepts and skills and maintain a healthy active lifestyle.		
Strand: A. Fitness and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators	Each component of fitness contributes to personal health as well as motor skill performance.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	
Unit Essential Questions:		Unit Enduring Understandings:
<ul style="list-style-type: none"> • What makes a food healthy? 		<ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices.

<ul style="list-style-type: none"> • To what extent can we keep ourselves disease free? 	<ul style="list-style-type: none"> • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer lives.
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Unit Objectives (unpacking CPIs where needed):

- *Students will explain the physical, emotional, and mental components of health and how they personal wellness.*
- *Students will be able to differentiate healthy and unhealthy eating practices.*
- *Students will explain how mental health impacts ones wellness*
- *Students will explain how most diseases and health conditions are preventable.*

Evidence of Learning

Common Formative Assessments:
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

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

Lesson Plans

Lessons	Timeframe
Lesson #1: Growth and Development	3 days
Lesson #2: Diseases and Health Conditions	2 days

Lesson #3: Character Development	2 days
Lesson #4: Service Project	1 day

Health Curriculum**Unit Plan # 2****Title:** Alcohol, Tobacco, and other Drugs**Grade Level Cluster:** 3-4**Length of Time:** 6 (6 days)**Unit Summary:** Students will gain knowledge that will help them make healthy choices pertaining to alcohol, tobacco, other drugs and medicines.**Learning Targets****Standard:** 2.3 All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy active lifestyle.**Strand:** A. Medicines

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

Strand: B. Alcohol, Tobacco, and Other Drugs

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

Strand: C. Dependency/Addiction and Treatment

2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	Substance abuse is caused by a variety of factors.
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.	
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	
Unit Essential Questions: <ul style="list-style-type: none"> • How do I make the right decisions under peer media and other pressures? • Why does one person become and addict? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. • There are common indicators, stages and influencing factors of chemical dependency.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will distinguish between over the counter and prescription medicines</i> • <i>Students will list short and long term physical and behavioral effects of alcohol use and abuse.</i> • <i>Students will be able to identify short and long term physical effects of inhaling certain substances.</i> • <i>Students will identify signs that a person might have a substance abuse problem.</i> 		
Evidence of Learning		
Formative Assessments: Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.		
Summative Assessments: <ul style="list-style-type: none"> • Common Assessments #1 2.3.4.A.1 (over the counter and prescription drugs) • Common Assessments #2 2.3.4.A.2 (Side Effects of Medicine) • Common Assessments #3 2.3.4.B.1 (Illegal Drugs and Consequences) • Common Assessments #4 2.3.4.B.2 (Physical Effects of Tobacco) • Common Assessments #5 2.3.4.B.3 (Second-Hand Smoke) • Common Assessments #6 2.3.4.B.4 (Physical and Behavioral Effects of Alcohol) • Common Assessments #7 2.3.4.B.5 (Inhalants) • Common Assessments #8 2.3.4.C.1 (Signs of Addiction) • Common Assessments #9 2.3.4.C.2 (Drug Use, Abuse, and Misuse) 		

- Common Assessments #10 2.3.4.C.3 (Influences that Cause Children to Experiment with drugs and Alcohol)

Lesson Plans

Lessons	Timeframe
Lesson #1: Drugs and Medicine	2 days
Lesson #2: Alcohol, Tobacco, and Other Drugs	3 days
Lesson #3: Addcition and Treatment	1 days

Health Curriculum**Unit Plan # 3****Title:** Family Life**Grade Level Cluster:** 3-4**Length of Time:** 5 Weeks (5 Days)**Unit Summary:** Students will use personal and interpersonal skills to communicate with others and make decisions that support a healthy lifestyle. Students will learn about the physical and emotional aspect of human relationships and sexuality as they relate to leading a healthy lifestyle.**Learning Targets****Standard:** 2.2 All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.**Strand:** B. Decision Making and Goal Setting

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

Strand: A. Interpersonal Communication

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

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

CPI# (s):	CPI(s):	Content Statement:
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes

		physically able to produce children
Strand: C. Pregnancy and Parenting		
CPI# (s):	CPI(s):	Content Statement:
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus	The health of the birth mother impacts the development of the fetus.
Unit Essential Questions: <ul style="list-style-type: none"> • Why might educated people make poor decisions? • How do I overcome negative influences when making decisions about my personal health? • How does the media affect your perception on health and wellness? • How can you differentiate between physical, social, and emotional changes during puberty? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Decision making can be affected by a variety of influences that may not be in a person’s best interest. • Physical, social, and emotional changes occur during different phases of puberty. • Media can have a direct result on how we perceive things.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will identify the characteristics and traits (physical, social, emotional) of adolescent development.</i> • <i>Students will explain how qualities (common values, love, emotional support) are fostered and may influence family members.</i> • <i>Students will explain why puberty begins and ends at different times for each individual person.</i> 		
Evidence of Learning		
Formative Assessments: Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.		
Summative Assessments: <ul style="list-style-type: none"> • Common Assessment #1 2.2.4.B.3 (External Influences on Health Decisions) 		

- Common Assessment #2 2.2.4.A.1 (Communication in Safety Situations)
- Common Assessment #3 2.2.4.A.2 (Healthy Relationships)
- Common Assessment #4 2.4.4.B.1 (Stages of Puberty)
- Common Assessment #5 2.4.4.C.1 (Fertilization)
- Common Assessment #6 2.4.4.C.2 (Birth Mother and Healthy Fetus)

Lesson Plans

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

Health Curriculum

Unit Plan # 4

Title: Safety

Grade Level Cluster: 3-4

Length of Time: 5 Weeks (5 Days)

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

Learning Targets

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

Strand: D. Safety

CPI# (s):	CPI(s):	Content Statement:
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.	
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	

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

2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.	

Supporting

2.2.4.A.1	Demonstrate effective interpersonal communication in health-and safety-related situations.	
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Unit Essential Questions:

- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?

Unit Enduring Understandings:

- Current and emerging diagnostics, prevention and treatment strategies can help people live healthier and

<ul style="list-style-type: none"> • Why do we sometimes take risks that can cause harm to ourselves or others? 	<p>longer than ever before.</p> <ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
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<p>Unit Objectives:</p> <ul style="list-style-type: none"> • <i>Students will study and relate health promotion concepts and skills to maintain healthy, active lifestyle.</i> • <i>Students will develop and utilize personal and interpersonal skills to foster a healthy, active lifestyle.</i>

Evidence of Learning

<p>Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>

<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessments #1 2.1.4.D.1 (Safety Situations) • Common Assessments #2 2.1.4.D.2 (Types of Abuse) • Common Assessments #3 2.1.4.D.3 (Traffic Safety) • Common Assessments #4 2.2.4.E.1 (Community Health Leaders) • Common Assessments #5 2.2.4.E.2 (Seeking Help)
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Lesson Plans

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

**Health Curriculum
Unit Plan # 5**

Title: Social and Emotional Health

Grade Level Cluster: 3-4

Length of Time: 8 Weeks (8 days)

Unit Summary:

Learning Targets

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

Strand: E. Social and Emotional Health

CPI# (s):	CPI(s):	Content Statement:
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.	Many factors at home, school, and in the community impact social and emotional health.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.	Stress management skills impact an individual's ability to cope with different types of emotional situations.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.	

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

Strand: A. Interpersonal Communication

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

Strand: B. Decision-Making and Goal Setting

2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.	Many health-related situations require the application of a thoughtful decision-making process.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	

Strand: C. Character Development

2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	

Supporting

Standard: 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Strand A. Fitness and Physical Activity

2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	Each component of fitness contributes to personal health as well as motor skill performance.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What is the difference between healthy and unhealthy risks? • Why do we sometimes take risks that can cause harm to ourselves or others? • How do you know whether or not health information is accurate? • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why might educated people make poor health decisions? • How do I overcome negative influences when making decisions about my personal health? • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 		<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Making good health decisions requires the ability to access and evaluate reliable resources. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Decision making can be affected by a variety of influences that may not be in a person's best interest. • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • <i>Students will discuss appropriate stress management skills.</i> • <i>Students will demonstrate strategies to prevent and resolve conflicts.</i> • <i>Students will explain effective ways of communicating.</i> 		
Evidence of Learning		
<p>Common Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>		

Health Curriculum

Unit Plan # 6

Title: Decision Making

Grade Level Cluster: 3-4

Length of Time: 4 Weeks

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

Learning Targets

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

Strand: B. Decision-Making and Goal Setting

CPI# (s):	CPI(s):	Content Statement:
2.2.4.B.1	Use the decision-making process when addressing health-related issues	Effective decision-making skills foster healthier lifestyle choices.
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.	

Unit Essential Questions:

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

Unit Enduring Understandings:

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

Unit Objectives (it is unpacking CPIs where needed):

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

Evidence of Learning

Formative Assessments: Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered

to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Grade 3 Activities:

Objective	Activity	Page Number	Resources	
2- Valuing Health	2-Self Assessment	5-6	Evaluation & Assessment 1: Personal Health Behaviors Newsprint	
2- Valuing Health	3- Healthy Choices	6-7	Evaluation & Assessment 2: Making Healthy Choices	
1- Promoting a Positive Self-Identity	1- Introductory Activity	11	Book: <i>Friends of a Feather</i> , by Bill Cosby	
2- Positive Personal Qualities	3- Helping Others Feel Good	13	Student Activity 1- Chain of Compliments Scissors, stapler, Glue	
1- The Importance of Family	1- Introductory Activity	21	Book: <i>Fathers, Mothers, Sisters, Brothers</i> , by Mary Ann Hoberman or another book or video that deals with families and	

			structure	
1- The Importance of Friends	1- Introductory Activity	29- Use questions that will work from the activity to suit your needs	Book or video (Brainpop or Youtube) that deals with Friendship	
2- Making New Friends	1- What to Look for in a Friend 3- Friendship Banner	29-30 30	Student Activity 4 Paper, Art Supplies	
1- Effective Communication	1- Are You Listening? 2- Practicing Listening Skills	33 34	Transparency 1 or just discuss the questions and write on the board None	
2- Constructive Criticism	1- Constructive Criticism	34	Board or Newsprint	

3- Getting Along with Others	1- Bullying	36	Book: <i>King of the Playground</i> , by Phyllis Reynolds Naylor or any book that deals with bullying	
3-Getting Along with Others	2- Resolving Conflicts 3- Searching for Improvement	36-37 37	Transparency 2: Conflict Resolution Skills Student Activity 5	
2- Coping Strategies	2- Dealing With Emotions 3- Practicing "I" Statements	44 44-45	Student Activity 6 (A-D) Transparency 3 HPW Cards: Conflict Resolution Cards	
1- Safety and	1- Introductory	50	None	

Injury Protection	Activity			
2-Baseline Knowledge	1- Hot Potato	50-51	Index cards Potato or ball that can be passed around	
2- Outdoor Safety	1- Neighborhood Safety 3- Animal Safety	56 58-59	Student Activity 7 Student Activity 8	
1- Weapon Safety	1 Introduction 2- Guest Speaker	65	None	**Join all classes together and ask officer to come and discuss
3-Preventing Personal Harm	1-Recognizing Unsafe Situations	68	Student Activity 10 (A & B)	
1- Introduction to Nutrition and Fitness	2- Nutrition and Fitness Concepts	74	Transparency 4	
1- Introduction to Nutrition and Fitness	3- The Major Nutrients	75	Student Activity 12 (A-C)	
1-Grouping Foods	2- Food Groups	78	Internet Access	

2- Making Healthy Choices	1- Identifying Healthy Choices 3- Food Labels	91 92	Student Activity 17 (A & B) Transparency 6	
1- Exploring the Human Body	1- Introductory Activity	97	Book or Video: <i>The Magic School Bus</i>	
2- Identifying Major Body Organs	1- Major Body Organs	98-99	Heavy Tracing Paper Art Supplies	
1- Refining Growth and Development 2- Individual Growth Patterns	1- Introductory Activity 1- Personal Growth	101 102	Student Activity 18 Parent Activity 18	
1-Introduction to Drug Prevention 2- Baseline	1- Introduction 1- Drug	117 118	Blank pieces of paper Student Activity	

Knowledge	Knowledge		23	
2- Health Effects of Tobacco	1- Harmful Effects of tobacco 3- Tobacco Addiction	126 127	Student Activity 26 none	
4- Prevention Skills	2- Tobacco Free Class Book	129	Art Supplies	
2- Facts About Alcohol	1- Alcohol 2- Health Effects	132 133	None Student Activity 27	
3- Preventing Illegal Drug Use	1- Guest Speaker 2- Preventing Illegal Drug Use	134 134	 Student Activity 28	**Join all classes together and ask officer to come and discuss
2- Influence on Drug Use 3- Preventing	1- Who Influences Drug Use 1- Choices and Consequences	138	Student Activity 29 Student Activity	

Drug Use	3- Drug Free Slogans	138-139 139	30 Art Supplies	
1- Defining Illness 2- Common Childhood Diseases	1- Defining Illness 1- Yikes Lice	143 144	None Brainpop (video on Lice) or book: <i>Yikes-Lice!</i> , by Donna Caffey	
2- Common Childhood Diseases	2- Common Illnesses	144	Student Activity 31	
1- Disease Prevention	1- Introductory	147	<i>The Magic School bus: Inside Ralphie</i> , Book or video (it is on YouTube)	
2- Preventing the Spread of Germs	1- The Role of Personal Hygiene	148	Index Cards	
1- Introduction to HIV/AIDS	1- Introduction	153	Blank Paper	

2- Understanding HIV/AIDS	1- Eliminating Misinformation	154	Student Responses from above activity	
2- Understanding HIV/AIDS	2- The Spread of HIV	155	Student Activity 35 (A & B)	
	3- Developing Compassion	155-156	None	

Elementary Health Grade 4:

Objective	Activity	Page Number	Resources	
Health Concepts- All About Health	1- Health in a Hat	4	Hat or container, Index cards	
Health Concepts	1- New Vocabulary	6	Student Activity 1	
Personal Health Inventory	1- Self Evaluation	11	Evaluation and Assessment 1- Looking at Myself	
Improving Components of Health	1- Physical Well Being- Hygiene	12	Student Activity 2	

	2-Promoting Self-Esteem	12-13	Student Activity 3	
Growth and Development- Individual growth Rates	2- Individual Growth Rates	158	Student Activity 40, Tape measurers, Newsprint or large graph paper	
Growth and Development-	3- Personal Hygiene	161	Hygiene Products, optional school nurse visit	
Growth and Development- Puberty	1-Introductory Activity	163-165	Transparency- Am I Normal?, Blank pieces of paper	
Nutrition and Fitness	1- Baseline knowledge	123	<i>Book: Gregory the Terrible Eater</i> (also available on youtube or online if you are not able to find a copy)	
	2- Nutrition Concepts	124	Student Activity 28	

Nutrition and Fitness	1- The Major Nutrients	127	Student Activity 30	
Nutrition and Fitness	2- Book of Nutrients	128	Materials for accordion style or step books, markers, crayons	
Nutrition and Fitness- Nutrition Labels	1-Nutrition Labels 2- What's in a Label?	132 133	Transparency 6 Student Activity 31, Samples of boxes of cereals or packaged foods	
Serving Sizes	1-What is a Serving?	134	Activity 32	
Eating a Well Balanced Diet	1- Variety and Nutrition 2- Choosing a Balanced Diet	136 136	Evaluation and Assessment 19 Student Activity 34	
Nutrition and Fitness-	2- Proper Handling of	145	Newsprint/Butcher paper,	

Proper Handling of Food	Food		markers, Student Activity 37	
Disease Prevention	1- Common Childhood Illnesses	187	Newsprint or Chalkboard	
Communicable Disease	1- Review of Germs	188	Transparency 15 and 16	
	2- Identifying Communicable Diseases	189		
Safety and Injury Prevention- Water Safety	2- Practicing Water Safety	64	Student Activity 12	
Stress Management- Defining Stress Stress Concepts	1- Defining Stress	73	Student Activity 14 Index Cards	
	1- Stress Concepts	74		
	3- Common Stressors	75		
Stress Management	2- Avoiding Conflicts	82	Chalkboard or Butcher paper	

Tobacco, Alcohol and Other Drugs	2- New Vocabulary	91	Student Activity 19	
Health Consequences of Tobacco	1- Harmful Health Effects	97	Student Activity 21	
	2- False Advertising	97	Magazines with tobacco ads, scissors, markers, glue, poster paper	
Tobacco Prevention Skills	1- Anti Tobacco Campaign	98	Student Activity 22	
Harmful Health Effects	1- Introductory Activity	101	Student Activity 23	
Decision Making Process	1- The Decision Making Process	106	Student Activity 24	
	2- Applying the Decision Making Process	107	Student Activity 25	
Exercising Self- Control	1- Refusal and Resistance Skills	112	Index Cards	

	2- Class Mural	112	Mural Paper, coloring supplies	
Family Life- Methods of Communication	1- Introductory Activity	31	Transparency 3	
Family Life- Resolving Conflict	1- Key Concepts	32	Student Activity 7	
Family Life- Making New Friends	1- Interview with a Friend	36	Student Activity 8	
	2- Friendship Box	37	Box, pieces of paper	