

Frelinghuysen Township School District



Health Curriculum

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Health Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Health Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction. The standards reflect the appropriate elementary developmental levels for health instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written by: Shannon Bet (2018)

Edited by: Stephanie Bonaparte (2022)

Board of Education adoption: July, 2022

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Grades K-2

Unit 1: Wellness	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>	<p>Technology Standards (K-2)</p> <p>8.1.2.A.4- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1- Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

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2.3.2.PS.5: Define bodily autonomy and personal boundaries.
 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
 2.3.2.PS.7: Identify behaviors that would be considered child abuse
 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous
 2.2.2.N.1: Explore different types of foods and food groups.
 2.2.2.N.2: Explain why some foods are healthier to eat than others.
 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Learning Outcomes

Students will be able to...

- Define wellness and list ways that they can take care of themselves.
- Identify body parts and explain how those body parts work together.
- Name the five food groups and provide examples of foods that belong in each.
- Discuss how to read a food label and why foods have different nutritional values.
- Identify common symptoms of diseases and health conditions.
- Describe and apply various ways that they can prevent the spread of diseases (ex.- hand washing).
- Recognize how their feelings can directly impact their wellness.
- Discuss injury prevention/ safety strategies such as bike, street, and poison safety.
- Discuss what to do in emergency situations such as fire safety.
- Compare and contrast the difference between strangers and trusted adults, as well as appropriate and inappropriate behaviors for both.
- List basic social and emotional needs of themselves and

Students will be able to answer....

- What is wellness?
- What part of your body gives you structure?
Allows you to move?
Allows you to breathe, etc.?
- What foods are found in the Fruit food group?
Vegetable? Dairy? Protein?
Grains?
- Why is it important to read a food label?
- What are some symptoms you might notice if you get a cold or a common disease/ health condition?
- What are some strategies that you can use to limit how often you get sick?
- What are the proper steps for washing your hands?
When should you wash your hands?
- What are some examples of how your feelings can impact your wellness?
- What are some strategies that you can use to stay

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<p>others.</p> <ul style="list-style-type: none"> • Role play possible conflicts among people and how to appropriately resolve them. • Recognize possible stress producing situations and how to cope with them in a healthy way. 	<p>safe when riding a bike? When walking down/ crossing the street?</p> <ul style="list-style-type: none"> • What are common poisons that you might see at your home? What should you do if you see these poisons? • What should you do if there is a fire at your house? • Who is a trusted adult? • Who is a stranger? • What should you do if an adult makes you feel uncomfortable? • Why might two people have a disagreement? • What should you do if you have a disagreement with someone? • What are some different ways that you can deal with stressful situations in your life
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Teacher observation • Classwork Practice 	<ul style="list-style-type: none"> • Alternate Assessments • Performance Tasks • Projects • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments

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LEARNING PLAN	
Pacing Guide: 20 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Glitter and Germs • Handwashing practice • Taking care of your body- changing clothes, brushing teeth, bathing, etc. • Fire Safety- The Burn Prevention Network: 'Flick' the Firefly • <u>Spookley the Square Pumpkin</u> • Red Ribbon Week • Bucket Fillers- <u>Have You Filled a Bucket Today?</u> • My Five Senses- Nature Walk • Emotions Sorting Game • This is how I look when I feel... (drawing different emotions) • Skeletal, Muscular, Digestive, Integumentary, Nervous, and Circulatory System Overview • Go Noodle- Bones! Bones! Bones!, My Racing Heart • Snow Safety, Bike Safety, Street Safety projects and presentations • MyPlate introduction and coloring sheets • Design MyPlate • Nourish Interactive- Food Label Game • Healthy in Hurry- Bean Bag Game • Healthy and Active Lifestyles Project • <u>The Berenstain Bears Learn About Strangers</u> • Dental Health- <u>The Tooth Book</u>, tooth brushing videos, Flossing project, Plaque Attack Experiment • Conflict/ Resolution Role Play • KidsHealth in the Classroom- Stress • KidsHealth in the Classroom- Asthma • KidsHealth in the Classroom- Cold and Flu • KidsHealth in the Classroom- Food Allergies • KidsHealth in the Classroom- Hearing • KidsHealth in the Classroom- Sleep • KidsHealth in the Classroom- The Five Senses • KidsHealth in the Classroom- Vision • KidsHealth in the Classroom- Bones, Muscles, and Joints • KidsHealth in the Classroom- Mouth and Teeth • KidsHealth in the Classroom- Skin • KidsHealth in the Classroom- Cardiovascular System • KidsHealth in the Classroom- Digestive System • KidsHealth in the Classroom- Immune System • KidsHealth in the Classroom- Nervous System • KidsHealth in the Classroom- Respiratory System • KidsHealth in the Classroom- Head Lice • KidsHealth in the Classroom- Germs • KidsHealth in the Classroom- Conflict Resolution • KidsHealth in the Classroom- Feelings 	

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- KidsHealth in the Classroom- Bike Safety
- KidsHealth in the Classroom- Car and Bus Safety
- KidsHealth in the Classroom- Fire Safety
- KidsHealth in the Classroom- Strangers and 911

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character Education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- <http://lessons.atozteacherstuff.com/682/glitter-germs/>
- https://www.youtube.com/watch?time_continue=1&v=LQ24EfM7sEw
- <https://www.burnprevention.org/teachers-corner/flicks-fire-burn-safety/>
- <https://www.burnprevention.org/teachers-corner/>
- <https://www.burnprevention.org/teachers-corner/>
- <https://www.youtube.com/watch?v=nKkAGH0bGnY>
- <https://www.teacherspayteachers.com/Product/Feelings-FREE-Miss-Mac-Attack--2298876>
- <https://myhealthyeatingtips.info/kids-eating-healthy/>
- <https://i.pinimg.com/750x/58/25/d7/5825d7ece092ea72e25d9d65621cf5a4.jpg>
- <http://www.powerfulmothering.com/30-games-activities-and-printables-to-teach-emotions-to-young-kids/>
- <https://myhealthyeatingtips.info/kids-eating-healthy/>
- <https://www.teacherspayteachers.com/Product/My-Plate-Cut-and-Paste-265044>
- <https://www.choosemyplate.gov/>
- <http://theinspiredapple.net/2016/10/teaching-skeletal-system.html>

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- <https://www.classroomfreebies.com/2012/02/dental-health-activity.html>
- <https://www.simplykinder.com/five-senses-nature-walk/>
- <http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information>
- <https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/stress.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/asthma.pdf>
- https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/colds_flu.pdf
- https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/food_allergies.pdf
- <https://classroom.kidshealth.org/classroom/prekto2/body/functions/hearing.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/functions/sleep.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/functions/senses.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/functions/vision.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/teeth.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/skin.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/systems/cardiovascular.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/body/systems/digestive.pdf>
- https://classroom.kidshealth.org/classroom/prekto2/body/systems/immune_system.pdf
- https://classroom.kidshealth.org/classroom/prekto2/body/systems/nervous_system.pdf
- <https://classroom.kidshealth.org/classroom/prekto2/body/systems/respiratory.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/lice.pdf>
- <https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf>
- https://classroom.kidshealth.org/classroom/prekto2/personal/growing/conflict_resolution.pdf
- <https://classroom.kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>
- https://classroom.kidshealth.org/classroom/prekto2/personal/safety/bike_safety.pdf
- https://classroom.kidshealth.org/classroom/prekto2/personal/safety/car_bus_safety.pdf
- https://classroom.kidshealth.org/classroom/prekto2/personal/safety/fire_safety.pdf
- https://classroom.kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf
- Spookley the Square Pumpkin by Joe Troiano
- Have You Filled A Bucket Today by Carol McCloud

Leveled Texts

- Advanced: Spookley the Square Pumpkin by Joe Troiano
- Intermediate: I Will Never Not Ever Eat a Tomato (Charlie and Lola) by Lauren Child
- Beginner: Growing Vegetable Soup, by Lois Ehlert; All Kinds of Feelings by Sheri Safran Insight Kids

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Grades K-2

Unit 2: Integrated Skills	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p>	<p>Technology Standards</p> <p>(K-2)</p> <p>8.1.2.A.4- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1- Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

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Learning Outcomes

Students will be able to...

- List healthy ways that they can express their personal needs, wants, and feelings.
- Describe what a decision is.
- Discuss why it is important to think before acting, or making a decision.
- Identify how decision making can impact their health.
- Recognize how personal health decisions can be impacted by outside factors such as parents, peers, and technology.
- Develop a personal health goal.
- Explain why goal setting is beneficial.
- Summarize what good character is.
- Practice actions that demonstrate good character.
- Identify thoughts and feelings that demonstrate good character.
- Name different disabilities.
- Practice appropriate behavior for working with people with disabilities.
- State the benefits in participating in a service project.
- Discover health professionals at school, home, and in the community.

Students will be able to answer....

- How can you show that you are (happy, sad, excited, etc.) in a healthy way?
- What is a decision?
- Why should you think before acting?
- What might happen if you do not think before acting?
- How can the decisions that you make impact your health?
- How can technology and the opinions of others impact the decisions you make regarding my health?
- What is a personal health goal that you can set for yourself?
- Why is it important that you set goals for yourself?
- What is good character?
- How can you show good character?
- How have you shown good character today?
- What are some different disabilities that people might have?
- What is a service project?
- Why is it important to participate in service projects?
- What is a health professional?
- Where can you find health professionals at school, home, or in the community?

ASSESSMENT

Formative

- Exit Slips
- Journals
- Oral reading
- Graphic Organizers
- Class discussion
- Response to reading

Summative

- Alternate Assessments
- Performance Tasks
- Projects
- Choice Boards
- Benchmark Assessments

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<ul style="list-style-type: none"> • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments
LEARNING PLAN	
Pacing Guide: 12-15 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Thanks for Showing Respect drawings • <u>Spookley the Square Pumpkin</u> by Joe Troiano • <u>Have You Filled A Bucket Today</u> by Carol McCloud • <u>Ruthie and the (Not So) Teeny Tiny Lie</u> by Laura Rankin • <u>Peanut Butter and Cupcake</u> by Terry Border • Respect • Kindness • Honesty/ Trustworthiness • Responsibility • Fairness • Caring • Friendship • Perseverance • Citizenship • Feelings/ emotions discussions • Role Play decision making • A Day in Our Shoes resources • Fitness/ Health Goals- Writing, drawing pictures, sharing with the class • Jump Rope for Heart • KidsHealth in the Classroom- Getting Along 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning

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<ul style="list-style-type: none"> • Role Play 	<ul style="list-style-type: none"> • Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • https://www.educationworld.com/a_lesson/TM/WS_lp329-01.pdf • https://kidsactivitiesblog.com/68659/55-kindness-activities-kids/ • https://www.teacherspayteachers.com/Product/Character-Education-Perseverance-Penguins-1594662 • https://proudtobeprimary.com/respect-activities/ • https://teachingwithhaley.com/2017/11/06/teaching-honesty-in-the-classroom/ • https://adayinourshoes.com/resources-to-teach-kids-about-disabilities-awareness-and-inclusion/ • https://proudtobeprimary.com/goal-setting-for-kids/ • https://www2.heart.org/site/SPageNavigator/khc_resources_search.html • https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf • <u>Spookley the Square Pumpkin</u> by Joe Troiano • <u>Have You Filled A Bucket Today</u> by Carol McCloud • <u>Ruthie and the (Not So) Teeny Tiny Lie</u> by Laura Rankin • <u>Peanut Butter and Cupcake</u> by Terry Border 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: <u>Ruthie and the (Not So) Teeny Tiny Lie</u> by Laura Rankin • Intermediate: <u>Spookley the Square Pumpkin</u> by Joe Troiano • Beginner: <u>Oh, the Places You'll Go!</u> by Dr. Suess 	

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Grades K-2

Unit 3: Drugs and Medicines	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>Technology Standards</p> <p>(K-2)</p> <p>8.1.2.A.4- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1- Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes	
<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Define what medicine is. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What is medicine?

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<ul style="list-style-type: none"> • Explain why medicine is used. • Recognize why medicine should only be used the way it is intended. • Describe how drugs can be used inappropriately. • Discuss how someone’s hygiene, health, and safety can be affected by tobacco use. • Identify how someone else’s use of tobacco can affect them. • Name various products that have alcohol in them. • Explain what it means to inhale something. • Identify things that should not be inhaled. • Discuss why some people may have trouble trying to stop using alcohol, tobacco, or other drugs. • Brainstorm ways that people who struggle with alcohol, tobacco, or other drugs can get help. 	<ul style="list-style-type: none"> • Why do people use medicine? • Why is it so important to only use medicine the way that it is intended? • Who should you ask before touching medicine? • What is a drug? • How can drugs be used inappropriately? • What is tobacco? • How can tobacco use affect someone’s hygiene, health, and safety? • How can you be affected by someone else’s use of tobacco? • What is alcohol? • What are some things that contain alcohol? • What does it mean to inhale something? • What are some things that should not be inhaled? • Why do some people struggle to stop using alcohol, tobacco, or other drugs? • How can people who are addicted to alcohol, tobacco, and other drugs get help?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth 	<ul style="list-style-type: none"> • Portfolio

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	Performance assessments
LEARNING PLAN	
Pacing Guide: 4 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> KidsHealth in the Classroom- Drugs KidsHealth in the Classroom- Smoking KidsHealth in the Classroom- Alcohol Red Ribbon Week Jump Rope for Heart 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> Repeat/modify directions Visual models Assistive technology Extended time Preferred/flexible seating Differentiated activities (centers) Shortened assignments Sensory integration activities Flexible grouping Games Kinesthetic Activity Role Play 	Gifted and Talented <ul style="list-style-type: none"> Flexible grouping Differentiated activities (centers) Games Assistive technology Problem solving strategies Tiered choice activities Kinesthetic Activities Role Play Critical thinking strategies Accelerated learning Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> (ELA, Math, Science, Social Studies) Technology Character education Career Education 	21 st Century Skills and Career Education <ul style="list-style-type: none"> Problem Solving Critical Thinking Communication Collaborative learning Productivity Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> https://classroom.kidshealth.org/prekto2/problems/drugs/drugs.pdf https://www2.heart.org/site/SPageNavigator/khc_resources_search.html https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/smoking.pdf https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/alcohol.pdf 	
Leveled Texts	
<ul style="list-style-type: none"> Advanced: <u>No Thanks, But I'd Love to Dance: Choosing to Live Smoke Free</u> by Jackie Reimer Intermediate: <u>Making Good Choices</u> (Important Children's Picture Book About No Drinking, No Smoking, No Drugs) by Sally Huss Beginner: <u>"N" is for NO SMOKING...please</u> by Eileen Tucker Cosby 	

Frelinghuysen Township School District

Health Curriculum

Grades K-2

Unit 4: Human Relationships, Social and Reproductive Health	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>Technology Standards</p> <p>(K-2)</p> <p>8.1.2.A.4- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1- Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Recognize different types of families. • Differentiate responsibilities that family 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • What are some different types of families that you have seen?

Frelinghuysen Township School District

Health Curriculum

<ul style="list-style-type: none"> members may have. Define what a healthy relationship is. List qualities of a healthy relationship. Recognize what a pregnant mother can do to have a healthy baby. 	<ul style="list-style-type: none"> What are the roles and responsibilities of you and your family members? How might family members, in other families, have different roles? What is a relationship? What makes a relationship healthy? Why is it important to have healthy relationships? What can pregnant moms do to help keep their baby healthy?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> Exit Slips Journals Oral reading Graphic Organizers Class discussion Response to reading Interactive online games Open-ended response questions & comprehension questions Running records Teacher observation Classwork Practice Discussion Trifolds 	<ul style="list-style-type: none"> Alternate Assessments Performance Tasks Projects Choice Boards Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☑ Portfolio ☑ Performance assessments

LEARNING PLAN

Pacing Guide: 4 Weeks

Recommended Learning Activities

- The Berenstain Bears' New Baby by Stan and Jan Berenstain
- Families, Families, Families! by Suzanne Lang
- Friendship Lessons
- Relationships at home
- Relationships at school and in the community

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> Repeat/modify directions Visual models Assistive technology Extended time Preferred/flexible seating Differentiated activities (centers) 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Flexible grouping Differentiated activities (centers) Games Assistive technology Problem solving strategies Tiered choice activities
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Frelinghuysen Township School District Health Curriculum

<ul style="list-style-type: none"> • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • <u>The Berenstain Bears' New Baby</u> by Stan and Jan Berenstain • <u>Families, Families, Families!</u> by Suzanne Lang 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: <u>Families, Families, Families!</u> by Suzanne Lang • Intermediate: <u>The Berenstain Bears' New Baby</u> by Stan and Jan Berenstain • Beginner: <u>The Family Book</u> by Todd Parr 	

Frelinghuysen Township School District

Health Curriculum

Grades: 3-4

Unit 1: Wellness	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>	<p>Technology Standards</p> <p>(3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District

Health Curriculum

Learning Outcomes

Students will be able to....

- Describe the following dimensions of wellness- physical, social, emotional, and mental.
- Explain how the dimensions of personal wellness interrelate.
- Recognize how their personal health choices and practices affect their body systems.
- State the benefits of eating a healthy, well balanced diet.
- Discuss examples of healthy diets and unhealthy diets.
- Plan a well balanced meal while being mindful of each food's nutritional content.
- Accurately translate food labels.
- Discuss strategies to prevent common diseases and health conditions.
- List proper food handling, storage, and sanitation strategies.
- Explain the importance of proper food handling, food storage, and sanitation practices are crucial to preventing certain diseases and health conditions.
- Explain the importance of mental health.
- Discuss how mental health impacts a person's overall wellness.
- Discuss injury prevention/ safety strategies such as accident prevention, street safety, car safety, and poison safety.
- Discuss what to do in emergency situations, such as fire safety.
- Sketch a family escape plan in case of a house fire and discuss it with their family.
- Describe different kinds of abuse.
- Discuss different ways to get help from abuse.
- Practice basic first-aid procedures.
- List basic human needs.
- Discuss how families might meet basic human needs in various ways.
- Differentiate between violence, gang violence, harassment, discrimination, and bullying.
- Role play different strategies that can be used to prevent or stop these situations.
- State various ways to manage rejection, loss, and separation.
- List possible causes of stress.
- State various ways to manage stress and stressful situations.

Students will be able to answer....

- What is physical wellness?
- What is social wellness?
- What is emotional wellness?
- What is mental wellness?
- How do the dimensions of wellness work together?
- How do your personal health choices impact your body systems?
- Why is it important to eat a healthy diet?
- What is an example of a healthy diet?
- What is an example of an unhealthy diet?
- Can you draw a well balanced meal?
- What is a food label?
- What are the different parts of a food label?
- What are some common diseases and health conditions?
- What are some strategies that you can use to prevent some of these diseases and health conditions?
- What is the proper way to handle food?
- What is the proper way to store food and keep it sanitary?
- What is mental health?
- Why is mental health so important?
- In what ways does mental health impact your overall wellness?
- What are some injury prevention strategies that you can follow for accident prevention, street safety, car safety, and poison safety?
- What should you do in the event of a fire?

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Health Curriculum

	<ul style="list-style-type: none"> • Can you draw an escape route that you and your family can follow in the event of a house fire? • What are some different types of abuse? • How can you find help if you or someone you know is abused? • What should you do if someone is choking, bleeding, burnt, or poisoned? • What are some basic human needs? • How might families address these human needs differently? • What is violence? • What is gang violence? • What is harassment? • What is bullying? • What is discrimination? • What can you do if you find yourself a victim of violence, gang violence, harassment, bullying, or discrimination? • What are some strategies that you can use if you have feelings of loss, rejection, or separation? • What might you feel stressed? • What are some situations that cause you stress? • Why is it important to be able to manage stress? • What are some strategies that you can use to manage stress?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading 	<ul style="list-style-type: none"> • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

Frelinghuysen Township School District

Health Curriculum

<ul style="list-style-type: none"> • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☒ Portfolio ☒ Performance assessments

LEARNING PLAN

Pacing Guide: (18-20) Weeks

Recommended Learning Activities

- Dimensions of wellness
- Wellness Wheel
- KidsHealth in the Classroom- hearing
- KidsHealth in the Classroom- Sleep
- KidsHealth in the Classroom- Vision
- KidsHealth in the Classroom- Bones, Muscles, and Joints
- KidsHealth in the Classroom- Mouth and Teeth
- KidsHealth in the Classroom- Skin
- KidsHealth in the Classroom- Cardiovascular System
- KidsHealth in the Classroom- Digestive System
- KidsHealth in the Classroom- Endocrine System
- KidsHealth in the Classroom- Immune System
- KidsHealth in the Classroom- Nervous System
- KidsHealth in the Classroom- Respiratory System
- KidsHealth in the Classroom- Food and Cooking Safety
- KidsHealth in the Classroom- Breakfast
- KidsHealth in the Classroom- Food Labels
- KidsHealth in the Classroom- Healthy Snacking
- KidsHealth in the Classroom- Colds and Flu
- KidsHealth in the Classroom- Diabetes
- KidsHealth in the Classroom- Obesity
- KidsHealth in the Classroom- Stress
- KidsHealth in the Classroom- Bike Safety

- KidsHealth in the Classroom- Fire Safety
- KidsHealth in the Classroom- Online Safety
- KidsHealth in the Classroom- Peer Pressure
- KidsHealth in the Classroom- Bullying
- KidsHealth in the Classroom- Conflict Resolution
- KidsHealth in the Classroom- Getting Along
- MyPlate Introduction- Food Groups

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Health Curriculum

- MyPlate Design a Meal
- Nourish Interactive- Food Label Game
- Burn Prevention Network- Flick’s Fire and Burn Safety
- Burn Prevention Network- The Great Escape
- Red Ribbon Week
- NHTSA- Street Safety
- Abuse Discussion
- Basic First Aid
- Human Needs Discussion
- Go Noodle- Bones! Bones! Bones!, My Racing Heart

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- <https://kidshealth.org/classroom/3to5/body/functions/hearing.pdf>
- <https://kidshealth.org/classroom/3to5/body/functions/sleep.pdf>
- <https://kidshealth.org/classroom/3to5/body/functions/vision.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/bones.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/teeth.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/skin.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/cardiovascular.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/digestive.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/endocrine.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/immune.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/nervous.pdf>

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Health Curriculum

- <https://kidshealth.org/classroom/3to5/body/systems/respiratory.pdf>
- <https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/ColoringSheet.pdf>
- <https://www.choosemyplate.gov/>
- https://kidshealth.org/classroom/3to5/personal/safety/food_safety.pdf
- <https://kidshealth.org/classroom/3to5/personal/nutrition/breakfast.pdf>
- https://kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf
- https://kidshealth.org/classroom/3to5/personal/nutrition/healthy_snacking.pdf
- <http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information>
- https://kidshealth.org/classroom/3to5/problems/conditions/colds_flu.pdf
- <https://kidshealth.org/classroom/3to5/problems/conditions/diabetes.pdf>
- <https://kidshealth.org/classroom/3to5/problems/conditions/obesity.pdf>
- <https://kidshealth.org/classroom/3to5/problems/emotions/stress.pdf>
- https://kidshealth.org/classroom/3to5/personal/safety/bike_safety.pdf
- https://kidshealth.org/classroom/3to5/personal/safety/fire_safety.pdf
- <https://www.burnprevention.org/wp-content/uploads/2019/01/SHT-FFSOC-3-COMP.pdf>
- <https://www.burnprevention.org/wp-content/uploads/2019/01/SHT-FFSOC-4-COMP.pdf>
- <https://www.burnprevention.org/teachers-corner/the-great-escape/>
- https://kidshealth.org/classroom/3to5/personal/safety/online_safety.pdf
- <https://www.nhtsa.gov/sites/nhtsa.dot.gov/files/cpsc-45-lessonplan.pdf>
- <https://www.teacherspayteachers.com/Product/Emergency-First-Aid-Lesson-Review-Printables-1470744>
- https://kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf
- <https://kidshealth.org/classroom/3to5/problems/emotions/bullying.pdf>
- https://kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf
- https://kidshealth.org/classroom/3to5/personal/growing/getting_along.pdf
- <http://www.projectschoowellness.com/wellness-basics-the-wellness-wheel/>

Leveled Texts

- Advanced: Are You What You Eat? by DK; What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety (What-to-Do Guides for Kids) by Dawn Huebner
- Intermediate: How Your Body Works by Colin King Judy Hindley
- Beginner: I Will Never Not Ever Eat a Tomato by Lauren Child

Frelinghuysen Township School District

Health Curriculum

Grades 3-4

Unit 2: Integrated Skills	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or Separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to</p>	<p>Technology Standards (3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

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Health Curriculum

<p>address health problems that are affected by global issues, including climate change.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect</p>	<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>Learning Outcomes</p>	
<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Role play productive communication for various health and safety scenarios. • Role play productive communication for disagreements and conflicts. • Describe the decision making process. • Apply the decision making process to health-related issues. • Identify health-related decisions where it may be beneficial to seek the advice of others. • Identify health-related decisions that should be made independently. • Discuss the influence that outside sources, such as family, peers, technology, culture, and the media have on a person’s thoughts, health decisions, and behaviors. • Construct a health goal. • Create a plan to reach a personal health goal. • Accurately track personal progress in reaching a health goal. • Define good character. • Explain how a person’s character develops. • Explain how a person’s character impacts their health. • Describe the role that ethical values play in the community. • Recognize how to positively impact the life of a person with a disability. • Brainstorm why it is important to participate in various service projects. • List different health services that are provided in the local community. • Explain how local health services can assist in an individual’s health concerns and emergencies. • List different health problems and determine when to seek help with each. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What are some communication strategies that you can use for different health and safety scenarios? • What are some communication strategies that you can use during a disagreement or conflict? • What is the decision making process? • How can you use the decision making process when dealing with health issues? • When would you seek advice from someone about a health-related issue? • Who would you seek advice from? • When would you make a health-related decision independently? • What are some outside sources that influence your health decisions, thoughts, and behaviours? • Why do these outside sources influence you and others? • What is a personal health goal that you can set for yourself? • How do you plan to reach this personal health goal? • How can you track your progress when working towards reaching this personal health goal?

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	<ul style="list-style-type: none"> • What is good character? • How can a person’s good or bad character impact their health? • What are core ethical values? • Why are core ethical values important in a community? • How can your attitude positively impact a person with a disability? • Why is it important to participate in service projects? • What are different health services that are provided in your community? • How can you use these local health services? • What are some different health problems that you may face? • When should you seek help with these health problems?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments

LEARNING PLAN

Frelinghuysen Township School District

Health Curriculum

Pacing Guide: 12-15 Weeks

Recommended Learning Activities

- Colorado Education Initiative- Decision Making
- Decision Making- Kiddie Matters
- Decision Making Strategies- Lifelong Learning
- Start With Hello- Sandy Hook Promise
- KidsHealth in the Classroom- Peer Pressure
- KidsHealth in the Classroom- Sportsmanship
- KidsHealth in the Classroom- Empathy
- S.M.A.R.T. Goal Setting
- Physical Activity and Fitness Log
- F.I.T.T. Principle
- Trustworthiness/ Honesty
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship
- Kindness
- Perseverance
- Friendship

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

Frelinghuysen Township School District

Health Curriculum

- <http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf>
- <https://www.teacherspayteachers.com/FreeDownload/Responsible-Decision-Making-Free-Activity-3767842>
- <https://www.teacherspayteachers.com/Product/Decision-Making-Strategies-Lesson-3324025>
- <https://nj.pbslearningmedia.org/resource/start-with-hello-educators/start-with-hello-educators/>
- https://kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf
- <https://www.teacherspayteachers.com/Product/SMART-Goal-Setting-3420195>
- <https://www.teacherspayteachers.com/Product/Physical-Activity-and-Fitness-Log-1004458>
- <https://www.youtube.com/watch?v=HUGIO3sKHWg>
- <https://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf>
- <https://kidshealth.org/classroom/3to5/personal/growing/empathy.pdf>

Leveled Texts

- Advanced: Mr. Popper's Penguins by Richard Atwater
- Intermediate: The Empty Pot by Demi
- Beginner: The Paperboy by Dav Pilkey

Frelinghuysen Township School District

Health Curriculum

Grades: 3-4

Unit 3: Drugs and Medicine	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>	<p>Technology Standards</p> <p>(3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes	

Frelinghuysen Township School District

Health Curriculum

<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Identify the difference between over-the-counter medicine and prescription medicine. • List possible side effects related to common types of medicine. • Explain ways that drugs are abused. • Identify how the use of tobacco affects personal hygiene, health, and safety. • Determine the effects that tobacco smoke has on nonsmokers. • List products that contain alcohol. • Explain what it means to inhale something. • State different products that should not be inhaled. • Determine why inhaling these products could be harmful. • List different signs that might show a person has a problem with alcohol, tobacco, and/or drugs. • Define drug use, drug abuse, and drug misuse. • Explain how outside sources, such as advertising, peer pressure, and home environments can lead to the experimentation of alcohol, tobacco, or other drugs. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What is the difference between over-the-counter medicine and prescription medicine? • What are some common types of medicine? • What are some possible side effects of common types of medicines? • What are some ways that drugs are abused? • How does tobacco use affect personal hygiene, health, and safety? • How does tobacco smoke affect nonsmokers? • What are some products that contain alcohol? • What does it mean to inhale something? • What are some products that should not be inhaled? • Why is it harmful to inhale these products? • What are some signs that a person might show if they have an alcohol, tobacco, or other drug problem? • What is the difference between drug use, drug abuse, and drug misuse? • How might a person be influenced to experiment with drugs from advertising, peer pressure, or their home environment?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension 	<ul style="list-style-type: none"> ☐ Weekly Tests/Balanced Tests ☐ Unit Assessments ☐ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

Frelinghuysen Township School District Health Curriculum

<ul style="list-style-type: none"> • questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☒ Portfolio ☒ Performance assessments
LEARNING PLAN	
Pacing Guide: 4 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • KidsHealth in the Classroom- Drugs • KidsHealth in the Classroom- Smoking • KidsHealth in the Classroom- Alcohol • Red Ribbon Week • Jump Rope for Heart 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf • https://kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf • https://kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf • https://www2.heart.org/site/SPageServer?pagename=khc_resources_search 	

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Health Curriculum

Leveled Texts

- Advanced: Smoking Stinks!! by Kim Gosselin
- Intermediate: No Thanks, But I'd Love to Dance: Choosing to Live Smoke Free by Jackie Reimer
- Beginner: Making Good Choices (Important Children's Picture Book About No Drinking, No Smoking, No Drugs) by Sally Huss

Frelinghuysen Township School District

Health Curriculum

Grades 3-4

Unit 4: Human Relationships, Social and Reproductive Health	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring.</p> <p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. (Grade 4 only)</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary</p>	<p>Technology Standards</p> <p>(3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

Frelinghuysen Township School District

Health Curriculum

	CRP11. Use technology to enhance productivity.
Learning Outcomes	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • List common values that families may have. • Determine different ways that families may show love and support and set limits. • Differentiate between the behaviors of families that cultivate healthy relationships and families that do not. • Define puberty. • Determine different changes that occur during puberty and why these changes may happen at different ages. • Describe fertilization. • Describe how an embryo/ fetus is created and how it develops during pregnancy. • Recognize how the health of the birth mother is important to her developing baby. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What are some common values that families have? • What are different ways that families can show support and love, and set limits? • What are common behaviors of families that cultivate healthy relationships? • What are common behaviors of families that do not cultivate healthy relationships? • What is puberty? • What are the changes that occur during puberty? • Why do changes, that are associated with puberty, occur at different ages? • What is fertilization? • How do cells become an embryo/ fetus? • How does an embryo/ fetus develop during pregnancy? • What role does a mother's health play in the health of her unborn child?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records 	<ul style="list-style-type: none"> ☐ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

Frelinghuysen Township School District

Health Curriculum

<ul style="list-style-type: none"> • Teacher observation • Classwork Practice • Discussion Trifolds 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☑ Portfolio ☑ Performance assessments
LEARNING PLAN	
Pacing Guide: 4 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • KidsHealth in the Classroom- Puberty • Fertilization Discussion • Healthy Pregnancy Discussion • Puberty Talk- Only 4th Grade Boys • Puberty Talk- Only 4th Grade Girls • Relationships with Family • Relationships with Adults • Relationships with Peers • Friendship Expectations 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21 st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • https://kidshealth.org/classroom/3to5/personal/growing/puberty.pdf • https://www.teacherspayteachers.com/Product/Are-You-My-Friend-Helping-Kids-Navigate- 	

Frelinghuysen Township School District Health Curriculum

[Childhood-Friendships-4675422](#)

Leveled Texts

- Advanced: The Care and Keeping of You: The Body Book for Younger Girls, (American Girl Library) by Valorie Schaefer; Guy Stuff: The Body Book for Boys by Cara Natterson
- Intermediate: Diary of a Wimpy Kid by Jeff Kinney
- Beginner: Smile by Raina Telgemeier

Frelinghuysen Township School District

Health Curriculum

Grades: 5-6

Unit 1: Wellness	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>	<p>Technology Standards (3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6)</p> <p>8.1.8.A.1- Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance</p>

Frelinghuysen Township School District

Health Curriculum

	productivity.
Learning Outcomes	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the importance of health data. • Describe how reviewing health data can help to improve all dimensions of personal wellness. • Discuss each life stage and factors that influence growth and development at each. • Identify what may impact the healthcare products a person chooses. • Identify what may impact individual hygiene practices. • Discuss what may impact how a person chooses to eat. • Explain, in depth, why it is important to have a nutritious diet and a healthy eating pattern. • Demonstrate an understanding of nutritional content, calories, and the cost of food by developing a balanced meal plan. • Discuss the symptoms, diagnosis, and treatment of common health conditions. • Discuss different strategies in preventing diseases and health conditions. • Define mental illness. • Explain the symptoms and treatment of depression. • Explain the symptoms and treatment of anxiety. • Explain the symptoms and treatment of panic disorders. • Explain the symptoms and treatment of phobias. • Differentiate between intentional and unintentional injuries. • List ways to prevent intentional and unintentional injuries. • Determine the proper steps to take in the event of suspected abuse. • Provide examples of how traffic laws and signs contribute to traffic safety. • List responsibilities of walkers, bicyclists, police, and drivers in regards to traffic safety. • Explain why traffic safety is important. • Demonstrate an ability to perform basic first aid procedures. • Recognize when to perform basic first aid procedures. • Explain what a healthy social and emotional environment is. • Determine contributing factors of healthy social and emotional environments. • Identify ways to resolve conflicts. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • Why is it important to collect health data? • How can health data help to improve each aspect of personal wellness? • What are the different life stages? • What are some factors that influence growth and development at each life stage? • What might have an impact on the healthcare products that a person chooses to use? • What might have an impact on the foods that a person chooses to eat? • Why is it important to have a nutritious diet? • Why is it important to practice a healthy eating pattern? • What is the nutritional content of a food and why is it important? • Why is it important to take nutritional content, calories, and the cost of food into consideration when planning a meal? • What are some common health conditions? • What are the symptoms of these common health conditions? • What are some treatments for these common health conditions? • What are some strategies that a person can use to prevent common health conditions?

Frelinghuysen Township School District

Health Curriculum

- Find ways to resolve things such as violence, harassment, gang violence, discrimination, and bullying.
 - Recognize that families handle change, crisis, rejection, loss, and separation in different ways.
 - Discuss the different ways that families may handle change, crisis, rejection, loss, and separation; and determine which ways may be the most healthy.
- What is a mental illness?
 - What is depression, and how is it treated?
 - What is anxiety, and how is it treated?
 - What is a panic disorder, and how is it treated?
 - What are phobias, and how are they treated?
 - What is an intentional injury?
 - What is an unintentional injury?
 - How can a person prevent both intentional and unintentional injuries?
 - What steps should a person take if they have suffered abuse or suspect that someone else has suffered from abuse?
 - What are some traffic laws?
 - Why are traffic laws and traffic signs important?
 - What responsibilities do you and others have in regards to contributing to traffic safety?
 - Why is traffic safety important?
 - What are some basic first aid procedures that a person may need to know?
 - What are the proper steps in performing these basic first aid procedures?
 - When would it be necessary for each of these basic first aid procedures to be used?
 - What is a healthy social and emotional environment?
 - What are some things that may contribute to a person having a healthy social and emotional environment?
 - What are some strategies that a person may use to resolve conflict?
 - What are some strategies that a person can use to

Frelinghuysen Township School District

Health Curriculum

	<p>resolve violence?</p> <ul style="list-style-type: none"> • What are some strategies that a person may use to resolve harassment? • What are some strategies that a person may use to resolve gang violence? • What are some strategies that a person may use to resolve discrimination? • What are some strategies that a person may use to resolve discrimination? • What are some strategies that a person may use to resolve bullying? • How might families handles things such as change, crisis, rejection, loss, and separation in different ways?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> ☐ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments

LEARNING PLAN

Pacing Guide: 18-20 Weeks

Recommended Learning Activities

- Dimensions of wellness
- Wellness Wheel
- TeensHealth- Exercise Log

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Health Curriculum

- Birth, Growth, and Development
- KidsHealth in the Classroom- Hearing 5th Grade
- KidsHealth in the Classroom- Hearing 6th Grade
- KidsHealth in the Classroom- Sleep 5th Grade
- KidsHealth in the Classroom- Sleep 6th Grade
- KidsHealth in the Classroom- Vision 5th Grade
- KidsHealth in the Classroom- Vision 6th Grade
- KidsHealth in the Classroom- Bones, Muscles, and Joints 5th Grade
- KidsHealth in the Classroom- Bones, Muscles, and Joints 6th Grade

- KidsHealth in the Classroom- Mouth and Teeth 5th Grade
- KidsHealth in the Classroom- Mouth and Teeth 6th Grade
- KidsHealth in the Classroom- Skin 5th Grade
- KidsHealth in the Classroom- Skin 6th Grade
- KidsHealth in the Classroom- Cardiovascular System 5th Grade
- KidsHealth in the Classroom- Cardiovascular System 6th Grade
- KidsHealth in the Classroom- Digestive System 5th Grade
- KidsHealth in the Classroom- Digestive System 6th Grade
- KidsHealth in the Classroom- Endocrine System 5th Grade
- KidsHealth in the Classroom- Endocrine System 6th Grade
- KidsHealth in the Classroom- Immune System 5th Grade
- KidsHealth in the Classroom- Immune System 6th Grade
- KidsHealth in the Classroom- Nervous System 5th Grade
- KidsHealth in the Classroom- Nervous System 6th Grade
- KidsHealth in the Classroom- Respiratory System 5th Grade
- KidsHealth in the Classroom- Respiratory System 6th Grade
- KidsHealth in the Classroom- Food and Cooking Safety 5th Grade
- KidsHealth in the Classroom- Food Safety 6th Grade
- KidsHealth in the Classroom- Breakfast 5th Grade
- KidsHealth in the Classroom- Breakfast 6th Grade
- KidsHealth in the Classroom- Food Labels 5th Grade
- KidsHealth in the Classroom- Food Labels 6th Grade
- KidsHealth in the Classroom- Healthy Snacking 5th Grade
- KidsHealth in the Classroom- Healthy Snacking 6th Grade
- KidsHealth in the Classroom- Colds and Flu 5th Grade
- KidsHealth in the Classroom- Colds and Flu 6th Grade
- KidsHealth in the Classroom- Asthma 6th Grade
- KidsHealth in the Classroom- Diabetes 5th Grade
- KidsHealth in the Classroom- Diabetes 6th Grade
- KidsHealth in the Classroom- Food Allergies 6th Grade
- KidsHealth in the Classroom- Obesity 5th Grade
- KidsHealth in the Classroom- Obesity 6th Grade
- KidsHealth in the Classroom- Stress 5th Grade
- KidsHealth in the Classroom- Stress 6th Grade
- KidsHealth in the Classroom- Bike Safety 5th Grade
- KidsHealth in the Classroom- Bike Safety 6th Grade
- KidsHealth in the Classroom- Water Safety 6th Grade
- KidsHealth in the Classroom- Fire Safety 5th Grade

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- KidsHealth in the Classroom- Online Safety 5th Grade
- KidsHealth in the Classroom- Online Safety 6th Grade
- KidsHealth in the Classroom- Peer Pressure 5th Grade
- KidsHealth in the Classroom- Bullying 5th Grade
- KidsHealth in the Classroom- Bullying 6th Grade
- KidsHealth in the Classroom- Cyberbullying 6th Grade
- KidsHealth in the Classroom- Depression 6th Grade
- KidsHealth in the Classroom- Conflict Resolution 5th Grade
- KidsHealth in the Classroom- Conflict Resolution 6th Grade
- KidsHealth in the Classroom- Getting Along 5th Grade
- KidsHealth in the Classroom- Getting Along 6th Grade
- KidsHealth in the Classroom- Self-Esteem
- MyPlate Introduction- Food Groups
- MyPlate Design a Meal
- Nourish Interactive- Food Label Game
- Burn Prevention Network- Flick’s Fire and Burn Safety
- Burn Prevention Network- The Great Escape
- Red Ribbon Week
- NHTSA- Street Safety
- Abuse Discussion
- Basic First Aid
- Human Needs Discussion
- Go Noodle- Bones! Bones! Bones!, My Racing Heart

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

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Health Curriculum

Instructional and Supplemental Materials

- <https://kidshealth.org/classroom/3to5/body/functions/hearing.pdf>
- <https://kidshealth.org/classroom/3to5/body/functions/sleep.pdf>
- <https://kidshealth.org/classroom/3to5/body/functions/vision.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/bones.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/teeth.pdf>
- <https://kidshealth.org/classroom/3to5/body/parts/skin.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/cardiovascular.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/digestive.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/endocrine.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/immune.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/nervous.pdf>
- <https://kidshealth.org/classroom/3to5/body/systems/respiratory.pdf>
- <https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/ColoringSheet.pdf>
- <https://www.choosemyplate.gov/>
- https://kidshealth.org/classroom/3to5/personal/safety/food_safety.pdf
- <https://kidshealth.org/classroom/3to5/personal/nutrition/breakfast.pdf>
- https://kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf
- https://kidshealth.org/classroom/3to5/personal/nutrition/healthy_snacking.pdf
- <http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information>
- https://kidshealth.org/classroom/3to5/problems/conditions/colds_flu.pdf
- <https://kidshealth.org/classroom/3to5/problems/conditions/diabetes.pdf>
- <https://kidshealth.org/classroom/3to5/problems/conditions/obesity.pdf>
- <https://kidshealth.org/classroom/3to5/problems/emotions/stress.pdf>
- https://kidshealth.org/classroom/3to5/personal/safety/bike_safety.pdf
- https://kidshealth.org/classroom/3to5/personal/safety/fire_safety.pdf
- <https://www.burnprevention.org/wp-content/uploads/2019/01/SHT-FFSOC-3-COMP.pdf>
- <https://www.burnprevention.org/wp-content/uploads/2019/01/SHT-FFSOC-4-COMP.pdf>
- <https://www.burnprevention.org/teachers-corner/the-great-escape/>
- https://kidshealth.org/classroom/3to5/personal/safety/online_safety.pdf
- <https://www.nhtsa.gov/sites/nhtsa.dot.gov/files/cpsc-45-lessonplan.pdf>
- <https://www.teacherspayteachers.com/Product/Emergency-First-Aid-Lesson-Review-Printables-1470744>
- https://kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf
- <https://kidshealth.org/classroom/3to5/problems/emotions/bullying.pdf>
- https://kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf
- https://kidshealth.org/classroom/3to5/personal/growing/getting_along.pdf
- <http://www.projectschoowellness.com/wellness-basics-the-wellness-wheel/>
- <http://www.projectschoowellness.com/wellness-basics-the-wellness-wheel/>
- <https://teenshealth.org/en/teens/exercise-log.html>
- https://nj.pbslearningmedia.org/resource/tdc02.sci.life.cyc.lp_lifestages/birth-growth-and-development/
- <https://kidshealth.org/classroom/6to8/body/functions/hearing.pdf>
- <https://kidshealth.org/classroom/6to8/body/functions/sleep.pdf>

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- <https://kidshealth.org/classroom/6to8/body/functions/vision.pdf>
- <https://kidshealth.org/classroom/6to8/body/parts/bones.pdf>
- <https://kidshealth.org/classroom/6to8/body/parts/teeth.pdf>
- <https://kidshealth.org/classroom/6to8/body/parts/skin.pdf>
- <https://kidshealth.org/classroom/6to8/body/systems/cardiovascular.pdf>
- https://kidshealth.org/classroom/6to8/body/systems/digestive_system.pdf
- <https://kidshealth.org/classroom/6to8/body/systems/endocrine.pdf>
- https://kidshealth.org/classroom/6to8/body/systems/immune_system.pdf
- https://kidshealth.org/classroom/6to8/body/systems/nervous_system.pdf
- <https://kidshealth.org/classroom/6to8/body/systems/respiratory.pdf>
- <https://kidshealth.org/classroom/6to8/problems/emotions/bullying.pdf>
- <https://kidshealth.org/classroom/6to8/problems/emotions/cyberbullying.pdf>
- <https://kidshealth.org/classroom/6to8/problems/emotions/depression.pdf>
- <https://kidshealth.org/classroom/6to8/problems/emotions/stress.pdf>
- <https://kidshealth.org/classroom/6to8/problems/conditions/asthma.pdf>
- https://kidshealth.org/classroom/6to8/problems/conditions/colds_flu.pdf
- <https://kidshealth.org/classroom/6to8/problems/conditions/diabetes.pdf>
- https://kidshealth.org/classroom/6to8/problems/conditions/food_allergies.pdf
- <https://kidshealth.org/classroom/6to8/problems/conditions/obesity.pdf>
- <https://kidshealth.org/classroom/6to8/personal/nutrition/breakfast.pdf>
- https://kidshealth.org/classroom/6to8/personal/nutrition/food_labels.pdf
- https://kidshealth.org/classroom/6to8/personal/nutrition/healthy_snacking.pdf
- https://kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf
- https://kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf
- https://kidshealth.org/classroom/6to8/personal/safety/bike_safety.pdf
- https://kidshealth.org/classroom/6to8/personal/safety/water_safety.pdf
- https://kidshealth.org/classroom/6to8/personal/safety/online_safety.pdf
- https://kidshealth.org/classroom/6to8/personal/safety/food_safety.pdf
- <https://kidshealth.org/classroom/6to8/personal/growing/selfesteem.pdf>

Leveled Texts

- Advanced: What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety (What-to-Do Guides for Kids) by Dawn Huebner
- Intermediate: Are You What You Eat? DK
- Beginner: How Your Body Works by Colin King Judy Hindley

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Grades 5-6

Unit 2: Integrated Skills	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or Separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are</p>	<p>Technology Standards (3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6)</p> <p>8.1.8.A.1- Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

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<p>feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect</p>	
Learning Outcomes	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Role play both verbal and nonverbal communication strategies. • Discuss how verbal and nonverbal communications can help in different health related situations. • Differentiate between refusal, negotiation, and assertiveness. • Discuss when to use refusal, negotiation, and assertiveness skills. • Role play refusal, negotiation, and assertiveness skills. • Demonstrate the use of decision making strategies. • Determine the effect that different health related decisions can have on a person. • Explain the impact of a person’s interests in the decision making process. • Collect personal health data. 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • What are some verbal and nonverbal communication strategies? • In what situations would it be beneficial to use verbal or nonverbal communication strategies? • What are refusal skills? • When should a person use refusal skills? • What are negotiation skills? • When should a person use negotiation skills? • What are assertiveness skills? • When should a person use assertiveness skills? • What are some decision making strategies? • Why is it beneficial for someone to use decision making strategies? • In what way can a health related

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<ul style="list-style-type: none"> • Use collected health data to aid in reaching health goals. • Discuss the importance of core ethical values and character. • Determine the impact that core ethical values and good character have in challenging situations. • List different situations that may impact a person’s core ethical values. • Discuss different ways to include people with disabilities in everyday activities. • Summarize the importance of participating in community service. • Choose various volunteer opportunities to participate in. • Discuss various health issues, establish a position, and educate others on those health issues. • Explain how to find if various health resources are reliable and valid. • Discuss different health issues where a person should seek the advice and help of a professional and/ or trusted adult. 	<p>decision impact a person?</p> <ul style="list-style-type: none"> • How can a person’s interests impact the decision making process? • How can a person collect personal health data? • How can a person use their personal health data to help them reach a personal health goal? • Why are core ethical values and good character important? • How can core ethical values and good character aid a person in challenging situations? • What are some situations that might impact a person’s core ethical values? • What are different ways that people with disabilities can be included in different activities? • Why is it important for people to participate in community service? • What are different local volunteer opportunities that a person can take advantage of? • What are some different health issues happening right now? • What is your stance on these health issues? • What is your reasoning for taking this stance on these health issues? • How can a person determine if different health resources are valid and reliable? • What are some examples of health issues where a person should seek the help of a trusted adult or medical professional?
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ASSESSMENT	
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Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records 	<ul style="list-style-type: none"> ☑ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

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<ul style="list-style-type: none"> • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments
LEARNING PLAN	
Pacing Guide: 12-15 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • (specific lessons/activities in a list format)Communication Role Play Scenarios • LEAD (Law Enforcement Against Drugs) Program- NJ State Police • Colorado Education Initiative- Decision Making • Decision Making- Kiddie Matters • Decision Making Strategies- Lifelong Learning • Start With Hello- Sandy Hook Promise • Fitness Log • KidsHealth in the Classroom- Peer Pressure 5th Grade • KidsHealth in the Classroom- Peer Pressure 6th Grade • KidsHealth in the Classroom- Sportsmanship 5th Grade • KidsHealth in the Classroom- Sportsmanship 6th Grade • KidsHealth in the Classroom- Empathy 5th Grade • KidsHealth in the Classroom- Empathy 6th Grade • S.M.A.R.T. Goal Setting • Physical Activity and Fitness Log • F.I.T.T. Principle • Trustworthiness/ Honesty • Respect • Responsibility • Fairness • Caring • Citizenship • Kindness • Perseverance • Friendship • Jump Rope for Heart 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play

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<ul style="list-style-type: none"> • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Critical thinking strategies • Accelerated learning • Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf • https://www.teacherspayteachers.com/FreeDownload/Responsible-Decision-Making-Free-Activity-3767842 • https://www.teacherspayteachers.com/Product/Decision-Making-Strategies-Lesson-3324025 • https://nj.pbslearningmedia.org/resource/start-with-hello-educators/start-with-hello-educators/ • https://kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf • https://www.teacherspayteachers.com/Product/SMART-Goal-Setting-3420195 • https://www.teacherspayteachers.com/Product/Physical-Activity-and-Fitness-Log-1004458 • https://www.youtube.com/watch?v=HUGlO3sKHWg • https://kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf • https://kidshealth.org/classroom/6to8/personal/fitness/sportsmanship.pdf • https://kidshealth.org/classroom/3to5/personal/growing/empathy.pdf • https://kidshealth.org/classroom/6to8/personal/growing/empathy.pdf • https://kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf • https://www.teacherspayteachers.com/Product/PE-Fitness-Log-and-Reflection-376972 • https://www2.heart.org/site/SPageServer;jsessionid=00000000.app357b?pagename=khc_resources_search&NONCE_TOKEN=4DC88A53E1450F44FC495AB6E24453F0 • https://www.teacherspayteachers.com/Product/Character-Education-Perseverance-Penguins-1594662 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: <u>Wishtree</u> by Katherine Applegate • Intermediate: <u>Wonder</u> by R. J. Palacio • Beginner: <u>Mr. Popper's Penguins</u> by Richard Atwater 	

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Grades: 5-6

Unit 3: Drugs and Medicine	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>	<p>Technology Standards (3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6)</p> <p>8.1.8.A.1- Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standard</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance</p>

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	productivity.
Learning Outcomes	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify potential risks associated with the abuse of over-the-counter medicines, prescription medicines, and herbal supplements. • Inspect labels of both over-the-counter and prescription medicines and explain the differences amongst them. • Describe what drug classification is. • Explain the benefits of drug classification. • Identify the risks of tobacco use. • Provide examples of how laws, policies, and procedures affect both smokers and nonsmokers. • Identify, in detail, the impact and risks of alcohol abuse. • Discuss how and when alcohol and drug use can put a person in danger. • Discuss how and when alcohol and drug use can impact someone’s decision making skills. • List the symptoms of inhalant abuse. • Explain the correlation between injected drug use and HIV/ AIDS and hepatitis. • List the symptoms of substance abuse. • Identify the stages that lead a person to addiction. • Determine the effect that drug addiction has on a person's wellness. • Examine different factors that may contribute to a person’s abuse of drugs. • Discuss strategies that would aid in the permanent rehabilitation of a person suffering from alcohol and other drug abuse. 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • What are the risks of abusing over-the counter medicines, prescription medicines, and herbal supplements? • When looking at the labels on over-the-counter and prescription medicines, what are some differences that you notice? • What is drug classification? • Why is drug classification used? • What are the risks of using tobacco? • How do laws, policies, and procedures affect smokers and nonsmokers? • What are the risks of alcohol abuse? • In what ways can alcohol or other drug use put a person in danger? • In what ways can alcohol or other drug use impact a person’s decision making skills? • What are the symptoms of inhalant abuse? • What is HIV/ AIDS? • What is Hepatitis? • How can injected drug use lead to HIV/AIDS and/ or hepatitis? • What are the symptoms of substance abuse? • What are the stages that lead to addiction/ dependency of alcohol and other drugs? • In what ways does drug addiction/ dependency affect a person’s wellness? • What are some factors that may contribute to a person’s abuse of drugs? • What are some effective strategies that could help a

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	person suffering from alcohol or other drug abuse?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> ☒ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☒ Portfolio ☒ Performance assessments
LEARNING PLAN	
Pacing Guide: 4 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • KidsHealth in the Classroom- Drugs 5th Grade • KidsHealth in the Classroom- Drugs 6th Grade • KidsHealth in the Classroom- Smoking 5th Grade • KidsHealth in the Classroom- Smoking 6th Grade • KidsHealth in the Classroom- Alcohol 5th Grade • KidsHealth in the Classroom- Alcohol 6th Grade • KidsHealth in the Classroom- HIV/ AIDS • Red Ribbon Week • LEAD (Law Enforcement Against Drugs) Program- NJ State Police 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies

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<ul style="list-style-type: none"> • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Accelerated learning • Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf • https://kidshealth.org/classroom/6to8/problems/drugs/drugs.pdf • https://kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf • https://kidshealth.org/classroom/6to8/problems/drugs/smoking.pdf • https://kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf • https://kidshealth.org/classroom/6to8/problems/drugs/alcohol.pdf • https://kidshealth.org/classroom/6to8/problems/conditions/hiv_aids.pdf 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: <u>Tall Tales</u> by Karen Day • Intermediate: <u>Smoking Stinks!!</u> by Kim Gosselin • Beginner: <u>Critters Cry Too: A Story of Addiction</u> by Anthony Curcio 	

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Grades 5-6

Unit 4: Human Relationships, Social and Reproductive Health	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring.</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.1: Describe gender role stereotypes and their potential impact on self or others.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary</p>	<p>Technology Standards</p> <p>(3-5)</p> <p>8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6)</p> <p>8.1.8.A.1- Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make</p>

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Health Curriculum

	<p>sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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Learning Outcomes

<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • Discuss different changes that families may encounter. • Identify what makes friendships, and other relationships, healthy. • List different types of relationships that kids may have. • Differentiate between different types of relationships that kids may have. • Role Play conflict resolution strategies for common situations that adolescents might face in their relationships. • Discuss dating behaviors and roles for peers, their age. • Discuss the difference of growth patterns in males and females for peers, their age. • Define abstinence. • Determine different strategies to practice abstinence, and avoid pressures. • Define HIV/AIDS. • Define what an STI is. • Define HPV • Explain what an unintended pregnancy is. • Discuss the effects that sexual behavior, in young adults, can have on someone's personal wellness. • Describe the steps of fertilization. • Describe the steps of embryonic growth. • Describe the steps of fetal development. • List the symptoms of pregnancy. • Discuss the steps that an expectant mother should take to aid in the likelihood of a healthy pregnancy. • Discuss difficulties that young parents and their children may face. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What are some common changes that families may encounter? • What do you look for in a healthy friendship? • What makes other relationships that a person may have healthy? • What are some different types of relationships that you and your peers have? • How do these different types of relationships differ from one another? • What are some effective strategies that you can use if you have a conflict in one of your relationships? • What are some dating behaviors for people your age? • How do males and females, at your age, grow differently? • What is abstinence? • What are some effective strategies that a person could use to avoid pressure, and practice abstinence? • What is HIV/ AIDS? • What is an STI? • What is HPV? • What is an unintended pregnancy? • What are some behaviors that put someone at risk for developing HIV/AIDS, STI's, HPV, or unintended pregnancies?
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	<ul style="list-style-type: none"> • How can sexual behaviors have an impact on a person's overall wellness? • What are the steps of fertilization, in pregnancy? • What are the steps of embryonic growth, in pregnancy? • What are the steps of fetal development, in pregnancy? • What are the symptoms of pregnancy? • What can an expectant mother do to help to make sure she has a healthy pregnancy? • What are some difficulties that young parents and their children face?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> ☐ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth. 	<ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments

LEARNING PLAN

Pacing Guide: 4 Weeks

Recommended Learning Activities

- KidsHealth in the Classroom- Puberty 5th Grade
- KidsHealth in the Classroom- HIV/ AIDS 6th Grade
- KidsHealth in the Classroom- STDs
- Fertilization Discussion

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- Healthy Pregnancy Discussion
- Advocates for Youth- Pregnancy
- Puberty
- Relationships with Family
- Relationships with Adults
- Relationships with Peers
- Friendship Expectations
- Love is Respect

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- <https://kidshealth.org/classroom/3to5/personal/growing/puberty.pdf>
- <https://www.teacherspayteachers.com/Product/Are-You-My-Friend-Helping-Kids-Navigate-Childhood-Friendships-4675422>
- <https://kidshealth.org/classroom/6to8/problems/conditions/stds.pdf>
- https://kidshealth.org/classroom/6to8/problems/conditions/hiv_aids.pdf
- <https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>
- <https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/lesson-plans/lesson-plan-pregnancy-part-i-and-ii.pdf>

Leveled Texts

- Advanced: Counting by 7s by Holly Goldberg Sloan
- Intermediate: Wonder by R. J. Palacio
- Beginner: Smile by Raina Telgemeier

Health Curriculum Opt-Out Procedure

Please carefully read through the Health Curriculum as units are extensive. Once parents have reviewed the curriculum, they may opt out of the teaching of certain standards to their children. The following procedure will be in effect:

- 1. Parents should send an email to the Health teacher by September 1 of the new school year with the following information:**
 - **Student Name and Grade**
 - **Name of Unit that is objectionable**
 - **Specific Standards that are objectionable**
- 2. Students will be removed from the classroom during lessons that follow the standards parents are opting out of.**
- 3. Students will be given alternate independent assignments to complete during the class period.**
- 4. Any questions regarding lessons or independent work should be directed to the Health teacher.**