

Mendham Township Schools

Adopted 2014

Mendham Township Schools

Health

&

Wellness

Curriculum

K-4

Revision 2014

Aligned to NJSL 2018

### **Health & Wellness K-2**

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

**Unit Objectives/Enduring Understandings:** Students will be able to understand that choices they make affect their ability to live a healthy and active lifestyle; all individuals are unique but have common social and emotional needs; that communication and is vital to a healthy lifestyle

**Essential Questions:** How do the choices individuals make affect their health? How do we meet the social and emotional needs of individuals? Why is communication vital to a healthy lifestyle?

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)  
Teacher-developed assessment that will demonstrate student understanding of the essential questions related to this unit, such as creating a menu which demonstrates a healthy meal based on nutritional content, value, calories and cost.

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| Cumulative Progress Indicators  | Choices made by individuals  | <i>What students will be able to do.</i> | Technology Implementation/                      | Assessments                |
|---|--|--|---|----------------------------|
| <p><b>2.1.2.A.1.</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1.2.A.2</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p><b>2.1.2.B.1</b> Explain why some foods are healthier to eat than others.</p> <p><b>2.1.2.B.2</b> Explain how foods in the food pyramid differ in nutritional content and value.</p> <p><b>2.1.2.B.3</b> Summarize information about food found on the product label.</p> | <p>significantly affect their ability to live a healthy lifestyle.</p> | <p>Explain what being well means</p>     | <p>Interdisciplinary Connections<br/>Models</p> | <p>Journal response in</p> |

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| <p>Each body part has a proper name and unique function, and that they work together to support wellness.</p>                | <p>and identify self-care practices that support wellness.</p>            | <p>Posters</p>                | <p>written or pictorial (with labels) form</p> |
|  | <p>Perform self-care practices that support wellness, such as hand-</p>   | <p>Diagrams</p>               | <p>Informal assessments and observations</p>   |
|  | <p>washing, using clean tissues, teeth brushing and covering sneezes.</p> | <p>Venn Diagrams</p>          |  |
| <p>Foods have different nutritional values and the food choices we make affect our body systems.</p>                         | <p>Identify body parts using correct terminology, and explain how</p>     | <p>Internet</p>               | <p>Whole group sharing and discussion</p>      |
| <p>body parts work together to support wellness.</p>   |   | <p>Collaborative Projects</p> |  |
| <p>There is a direct relationship between nutrition, food safety, exercise and self-care actions and illness prevention.</p> | <p>Explain why some foods are healthier to eat than others.</p>           | <p>Oral presentations</p>     | <p>Homework</p>                                |
| <p>Common diseases and many</p>  | <p>Explain how foods in the food</p>                                      | <p>Role plays</p>             |  |

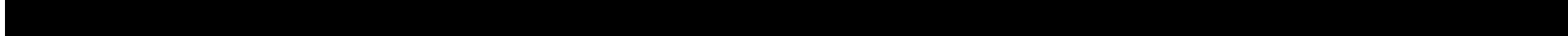
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| health conditions are indicated | pyramid differ in nutritional |  |  |
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**HEALTH K-2**

**Wellness (Cont.)**

|   | <b>Core Content</b>   |  | <b>Instructional Actions</b>  |  |
|---|---|--|---|--|
| <b>Cumulative Progress Indicators</b>   | <b>Concepts</b><br><i>What students will know.</i>  | <b>Skills</b><br><i>What students will be able to do.</i>  | <b>Activities/Strategies</b><br>Technology Implementation/<br>Interdisciplinary Connections | <b>Assessment</b><br><b>Check Points</b> |
| <p><b>2.1.2.C.1</b> Summarize symptoms of common diseases and health conditions.</p> <p><b>2.1.2.C.2</b> Summarize strategies to prevent the spread of common diseases and health conditions.</p> | <p>Many diseases can be prevented by employing specific health habits.</p> <p>Personal feelings have effect on one's wellness.</p> <p>Injuries at home, at school and in the community can often be</p> | <p>Summarize information about food found on product labels.</p> <p>Identify common diseases and their symptoms.</p> <p>Name specific health habits that can prevent diseases.</p> |   |  |

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| <p><b>2.1.2.C.3</b> Determine how personal feelings can affect one's wellness.</p>  | <p>prevented by taking specific precautions or actions.</p>  | <p>Explain how personal feelings affect one's well-being.</p>  |  |  |
| <p><b>2.1.2.D.1</b> Identify ways to prevent injuries at home, school and in the community (e.g. fire safety, poison safety, accident prevention).</p>              | <p>Adults have different roles-or no roles- in our lives, depending on who they are.</p> <p>There are safe and appropriate behaviors/touches as well as unsafe and inappropriate ones.</p> | <p>Identify ways to prevent injuries at home, school and in the community.</p> <p>Compare and contrast the characteristics of strangers, acquaintances and trusted adults.</p> |  |  |
| <p><b>2.1.2.D.2</b> Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behavior/touches,</p> | <p>There are community safety rules that we must adhere to in order to stay safe.</p> <p>All people have common social and emotional needs.</p>  | <p>Describe safe and appropriate behavior and touches.</p> <p>Identify procedures associated with pedestrian, bicycle and</p>  |  |  |

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| <p><b>2.1.2.D.3</b> Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> | <p>There are various causes of conflict between people; there are appropriate ways to resolve these conflicts.</p> | <p>traffic safety.<br/><br/>List the common social and emotional needs of people.</p> |  |  |
| <p><b>2.1.2.E.1</b> Identify basic social and emotional needs of all people.</p>                     | <p>Stressful situations experienced by children can be eased by employing coping skills.</p>                       | <p>Recognize the causes of conflict between people.</p>                               |  |  |

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**HEALTH K-2**

**Wellness (Cont.)**

|   | <b>Core Content</b>                                |   | <b>Instructional Actions</b>  |  |
|---|--|---|---|--|
| <b>Cumulative Progress Indicators</b>   | <b>Concepts</b><br><i>What students will know.</i> | <b>Skills</b><br><i>What students will be able to do.</i>   | <b>Activities/Strategies</b><br>Technology Implementation/<br>Interdisciplinary Connections | <b>Assessment</b><br><b>Check Points</b> |
| <p><b>2.1.2.E.2</b> Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p><b>2.1.2.E.3</b> Explain healthy ways of coping with common stressful situations experienced by children.</p> |  | <p>Summarize appropriate ways to prevent and resolve conflicts between individuals or groups of people.</p> <p>Identify methods of coping with common stressful situations experienced by children.</p> |   |  |
| <b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices   |  |   | <b>Instructional Adjustments:</b> Modifications, student                                    |  |

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| <p>NIH, Bethesda, MD<br/><a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a><br/>(nutrition)<br/>JFK Medical Center Information Line, 732-321-7900</p> <p><a href="http://www.healthierus.gov">http://www.healthierus.gov</a><br/>Crest (P&amp;G) will send dental care packets</p> <p>P&amp;G, Crest Dental Health Ed Program, PO Box 9032, Cincinnati, OH, 45209-9970<br/>Colgate (Palmolive) Professional Services, 1740 N. Rush St., Chicago, IL 60611</p> <p>Local Dentist/Hygienist visits<br/>American Dental Association, 211 E. Chicago Ave., Chicago, IL 60611<br/><a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)<br/><a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)<br/><a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</p> <p><a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)<br/><a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)<br/><a href="http://www.samhsa.org">www.samhsa.org</a> (various)</p> | <p>difficulties, possible misunderstandings</p> <p>Consult IEPs and 504 plans to differentiate instruction based on individual needs.</p> <p>Assign roles or specific tasks for group projects.</p> <p>Provide study guides, including picture support and diagrams.</p> <p>Provide extension menus.</p> <p>Curriculum Compacting</p> <p>Differentiate products/presentations to accommodate multiple intelligences.</p> <p>Utilize peer tutors</p> |
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## **HEALTH K-2**

### **Drugs and Medicines**

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

**Unit Objectives/Enduring Understandings:** Students will be able to understand that there are a variety of forms of medicines that should only be taken as directed; that the use of drugs in unsafe ways is dangerous and harmful; that substance abuse is caused by a variety of factors; that there are many ways to obtain help for treatment of alcohol, tobacco and other substance abuse.

**Essential Questions:** What kinds of medicines are available and how can they be taken safely? In what ways are medicines and drugs harmful? What is substance abuse and how can it be avoided? Can people who abuse substances be helped

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

Teacher-developed assessment that will demonstrate student understanding of the unit objectives and the essential questions related to this unit, such as creating a poster that demonstrates understanding of reasons why smoking is harmful to the smoker and others.

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|   | Core Content  |  | Instructional Actions  |   |
|---|---|--|--|---|
| Cumulative Progress Indicators  | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br>Check Points  |
| <p><b>2.3.2.A.1</b> Explain what medicines are and when some types of medicines are used.</p> <p><b>2.3.2.A.2</b> Explain why medicines should be taken as directed.</p> <p><b>2.3.2.B.1</b> Identify ways that</p> | <p>Medicines come in a variety of forms (prescription, over-the-counter) and are used for numerous reasons.</p> <p>Medicines should be taken as directed in order to be effective and safe.</p> | <p>Recognize, define and apply relevant vocabulary.</p> <p>Explain why medicines are used and why they should be taken as directed.</p> <p>Identify ways that drugs and medicines can be</p> | <p>Models</p> <p>Posters</p> <p>Diagrams</p> <p>Venn Diagrams</p> <p>Videos/DVDs</p> | <p>Journal responses in written or pictorial form</p> <p>Informal assessments and observations</p> <p>Performance assessments</p> |

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| <p>drugs can be abused.</p>  | <p>Use of drugs in unsafe ways is dangerous and harmful.</p>           | <p>abused.</p>  |   |  |
| <p><b>2.3.2.B.2</b> Explain effects of tobacco use on personal hygiene, health and safety.</p> | <p>Substance abuse is caused by a variety of factors.</p>              | <p>Explain the effects of tobacco use on personal hygiene, health and safety.</p> | <p>Internet</p>                             | <p>Whole group sharing and discussion</p>                          |
| <p><b>2.3.2.B.3</b> Explain why tobacco smoke is harmful to nonsmokers.</p>                    | <p>People who abuse substances can be helped in a variety of ways.</p> | <p>Explain why tobacco smoke is harmful to non-smokers.</p>                       | <p>Collaborative Projects</p>               | <p>Homework</p>  |
| <p><b>2.3.2.B.4</b> Identify products that contain alcohol.</p>                                |  | <p>Identify products that contain alcohol.</p>                                    | <p>Oral presentations</p> <p>Role plays</p> | <p>Q &amp; A</p> <p>Worksheets</p> <p>Rubrics &amp; Checklists</p> |

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**HEALTH K-2**

**Drugs and Medicines-(Cont.)**

|  | Core Content                                |   | Instructional Actions  |                                   |
|--|---|---|--|-----------------------------------|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i> | Skills<br><i>What students will be able to do.</i>  | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br><b>Check Points</b> |
| <p><b>2.3.2.B.5</b> List substances that should never be inhaled and explain why.</p> <p><b>2.3.2.C.1</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco and other drugs.</p> <p><b>2.3.2.C.2</b> Explain that people who abuse alcohol, tobacco and other drugs can get</p> |   | <p>Name substances that should never be inhaled and explain why.</p> <p>Recognize that people who abuse substances may have difficulty controlling their use of alcohol, tobacco and other drugs.</p> <p>Explain that people who abuse substances can get help.</p> |  |                                   |

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help.

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

New Jersey Department of Education (2014). Student Learning Standards in Comprehensive Health and Physical Education.

Supportive videos/ DVDs

Internet Sources:

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.cdc.gov](http://www.cdc.gov)

[www.kidshealth.org](http://www.kidshealth.org)

[www.healthcentral.com](http://www.healthcentral.com)

[www.health.org](http://www.health.org)

[www.healthatoz.com](http://www.healthatoz.com)

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Consult IEPs and 504 plans to differentiate instruction based on individual needs.

Engage peer tutors.

Assign roles or specific tasks for group projects.

Provide study guides.

Provide extension menus

Curriculum compacting.

Differentiate instructional strategies

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**HEALTH K-2**

**Human Relationships and Sexuality**

**Targeted NJSLs:** 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that there are many different types of families in their communities, surrounding communities, and the global community; that there are similarities and differences between males and females;

**Essential Questions:** How are families throughout the world alike and different? What roles do different family members play and why are those roles essential to a healthy family unit? How are males and females alike and different?

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)  
Teacher-developed assessment that will demonstrate student understanding of the unit objectives and the essential questions related to this unit, such as completing a Venn Diagram that demonstrates understanding of how families throughout the world are alike and different

|                                       | Core Content                                       |   | Instructional Actions   |  |
|---------------------------------------|--|---|---|--|
| <b>Cumulative Progress Indicators</b> | <b>Concepts</b><br><i>What students will know.</i> | <b>Skills</b><br><i>What students will be able to do.</i> | <b>Activities/Strategies</b><br>Technology Implementation/<br>Interdisciplinary Connections | <b>Assessment</b><br><b>Check Points</b> |

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| <p><b>2.4.2.A.1</b> Compare and contrast different kinds of families locally and globally.</p>  | <p>The family unit encompasses the diversity of family forms in contemporary society.</p> | <p>Recognize, define and apply relevant vocabulary.</p>  | <p>Models<br/><br/>Posters</p>                            | <p>Journal responses in written or pictorial form</p>       |
| <p><b>2.4.2.A.2</b> Distinguish the roles and responsibilities of different family members.</p> | <p>Gender-specific similarities and differences exist between males and females.</p>      | <p>Identify the similarities and differences among families throughout the world.</p>                            | <p>Diagrams<br/><br/>Venn Diagrams</p>                    | <p>Informal assessments and observations</p>                |
| <p><b>2.4.2.A.3</b> Determine the factors that contribute to healthy relationships.</p>         | <p>The health of the birth mother impacts the development of the fetus.</p>               | <p>Explain the various roles family members have and why those roles are important to a healthy family unit.</p> | <p>Videos/DVDs<br/><br/>Internet</p>                      | <p>Performance assessments</p>                              |
| <p><b>2.4.2.B.1</b> Compare and contrast the physical differences and similarities of</p>       |   | <p>Identify factors that contribute to a healthy family unit.</p>  | <p>Collaborative Projects<br/><br/>Oral presentations</p> | <p>Whole group sharing and discussion<br/><br/>Homework</p> |

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| the genders. |  | Compare and contrast the similarities and differences between males and females. | Role plays | Q & A<br>Worksheets<br>Rubrics & Checklists |
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**HEALTH K-2**

**Human Relationships and Sexuality- (Cont.)**

|  | Core Content                                |  | Instructional Actions  |                                   |
|--|---|--|--|-----------------------------------|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i> | Skills<br><i>What students will be able to do.</i>                             | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections   | Assessment<br><b>Check Points</b> |
|  |   | Explain why making healthy lifestyle choices are important for pregnant women. |  |                                   |
| <b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices<br><br>New Jersey Department of Education (2014). <i>Student Learning Standards in Comprehensive Health and Physical Education.</i><br>Supportive videos/ DVDs<br><b>Internet Sources:</b><br><a href="http://www.discoveryeducation.c">www.discoveryeducation.c</a> |   |  | <b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings<br><br>Consult IEPs and 504 plans to differentiate instruction based on individual needs.<br><br>Engage peer tutors. |                                   |

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| <p>om<br/>www.cdc.gov<br/>www.kidshealth.org<br/>www.healthcentral.com<br/>www.health.org<br/>www.healthatoz.com</p> | <p>Assign roles or specific tasks for group projects.</p> <p>Provide study guides.</p> <p>Provide extension menus<br/>Curriculum compacting.</p> <p>Differentiate instructional strategies and materials to accommodate multiple intelligences.</p> |
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**Wellness-Grade 3**

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

**Unit Objectives/Conceptual Understandings:** Students will be able to understand how to support wellness for self and others. Students will be able to understand that choosing a balanced variety of nutritious foods and proper hygiene contribute to wellness and disease prevention. Students will be able to understand that there are many ways to offer/get assistance to support social and emotional health. Students will be able to understand ways to deal with stressful situations.

**Unit Assessment:** unit.

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**Essential Questions:** How does one differentiate between making healthy choices and unhealthy ones? How can you prevent injuries, diseases and cope with stress at home, school, and in the community?

**HEALTH 3-4**

|   | <b>Core Content Objectives</b>   |   | <b>Instructional Actions</b>  |   |
|---|--|---|---|---|
| <b>Cumulative Progress Indicators</b>   | <b>Concepts</b><br><i>What students will know</i>  | <b>Skills</b><br><i>What students will be able to do</i>  | <b>Activities/Strategies</b><br>Technology Implementation/<br>Interdisciplinary Connections | <b>Assessment</b><br><b>Check Points</b>                                    |
| <b>2.1.4 A. Personal Growth and Development</b><br><br>2.1.4.A.1<br>Explain the physical, social, | The dimensions of wellness are interrelated and impact overall personal well-being.<br><br>Choosing a balanced | Recognize, define, and apply relevant vocabulary<br><br>Understand the importance of wellness and examples of | Models<br><br>Posters<br><br>Diagrams   | Journal response in written or pictorial (with labels) form<br><br>Informal |

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| <p>emotional, and mental dimensions of personal wellness and how they interact.</p>                           | <p>variety of nutritious foods contributes to wellness.</p>   | <p>healthy choices that promote wellness.</p>                      | <p>Venn Diagrams</p>                        | <p>assessments and observations</p>       |
| <p>2.1.4.A.2</p>  | <p>The use of disease prevention strategies in home, school, and</p>  | <p>Identify The food pyramid and its importance for nutrition.</p> | <p>Videos/DVDs</p>                          | <p>Performance assessments</p>            |
| <p>Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> | <p>community promotes personal health.</p>  | <p>Develop a nutritious meal menu using the food pyramid.</p>      | <p>Internet</p>                             | <p>Whole group sharing and discussion</p> |
|   | <p>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> | <p>Compare/contrast nutritious foods and unhealthy ones.</p>       | <p>Collaborative Projects</p>               | <p>Homework</p>                           |
|   | <p>Applying first-aid procedures</p>  | <p>Develop strategies for disease prevention.</p>                  | <p>Oral presentations</p> <p>Role plays</p> |   |

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can minimize injury/save  
lives.

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**HEALTH 3-4**

**Wellness**

|  | Core Content Objectives   |  | Instructional Actions  |                                   |
|--|---|--|--|-----------------------------------|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know</i>  | Skills<br><i>What students will be able to do</i>  | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br><b>Check Points</b> |
| <p><b>2.1.4.B. Nutrition</b></p> <p>2.1.4.B.1</p> <p>Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> | <p>Many factors at home, school, and in the community impact social and emotional health.</p> <p>Many factors at home, school, and in the community impact social and emotional health.</p> <p>Stress management skills</p> | <p>Identify how and when to use first aid to prevent or treat burning, bleeding, poisoning, and choking.</p> <p>Strategize ways to maintain a safe and healthy lifestyle.</p> <p>Understand how to be safe and</p> |  |                                   |

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| <p>2.1.4.B.2<br/>Differentiate between healthy and unhealthy eating practices.</p>                  | <p>impact an individual's ability to cope with different types of emotional situations.</p> | <p>prevent injuries at home, school, and in the community.</p>   |
| <p>2.1.4.B.3<br/>Create a healthy meal based on nutritional content, value, calories, and cost.</p> |   | <p>Identify the characteristics of trusted adults/acquaintances.</p>   |
| <p><b>2.1.4.C. Diseases and Health Conditions</b></p>   |   | <p>Understand conflict and strategize ways to resolve it.</p>  |
| <p>2.1.4.C.1<br/>Explain how most diseases and health conditions are preventable.</p>               |   | <p>Brainstorm different types of "conflict" – violence, bullying, discrimination, etc.</p>   |
| <p>2.1.4.C.2<br/>Summarize strategies to prevent the spread of common diseases</p>                  |   | <p>Support, revisit and use character counts and win/win interventions.<br/>Understand what it means to be "empathetic."<br/>Identifying stressful situations &amp; coping strategies.</p> |

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**HEALTH 3-4**

**Wellness-(con't)**

|   | Core Content Objectives                    |   | Instructional Actions  |                                   |
|---|--|---|--|-----------------------------------|
| Cumulative Progress Indicators  | Concepts<br><i>What students will know</i> | Skills<br><i>What students will be able to do</i> | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br><b>Check Points</b> |
| <b>2.1.4.D Safety</b><br>2.1.4.D.1<br>Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).<br>2.1.4.D.2 |  |   |  |                                   |

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

2.1.4.D.3

Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

2.1.4.D.4

**2.1.4.E Social and Emotional Health**

2.1.4.E.1

Compare and contrast how individuals and families attempt to address basic human needs.

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**HEALTH 3-4**

**Wellness-(con't)**

|  | Core Content Objectives                    |   | Instructional Actions  |                                |
|--|--|---|--|--------------------------------|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know</i> | Skills<br><i>What students will be able to do</i> | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br><br>Check Points |
| 2.1.4.E.2<br>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.<br>2.1.4.E.3<br>Determine ways to cope with rejection, loss, and separation.<br>2.1.4.E.4<br>Summarize the causes of stress |  |   |  |                                |

and explain ways to deal with stressful situations.

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

**Recommended resources:**

New Jersey Department of Education (2014). *Student Learning Standards in Comprehensive Health and Physical Education.*

Character Counts

Supportive videos/ DVDs

**Internet Sources:**

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.cdc.gov](http://www.cdc.gov)

[www.kidshealth.org](http://www.kidshealth.org)

[www.healthcentral.com](http://www.healthcentral.com)

[www.health.org](http://www.health.org)

[www.healthatoz.com](http://www.healthatoz.com)

**Related Literature**

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstanding  
Consult IEPs and 504 plans to differentiate instruction based on individual needs.

Engage peer tutors.

Assign roles or specific tasks for group projects.

Provide study guides.

Provide extension menus

Curriculum compacting.

Differentiate instructional strategies and materials to accommodate multiple intelligences.



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**HEALTH 3-4**

**Drugs and Medicines**

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

**Unit Objectives/Conceptual Understandings:** Students will be able to understand and distinguish between over-the-counter and prescription medicines, as well as their side effects. Students will be able to understand ways that drugs can be abused. Students will be able to understand and identify the signs of people who abuse drugs and ways that they can help.

**Essential Questions:** Why is it important to understand the use of different types of medicines/drugs? How can one use medicines properly and avoid abusing drugs? What is the difference between drug use, abuse, and misuse

**Unit Assessment:** Teacher-developed assessment that will demonstrate student understanding of the unit objectives and the essential questions related to this unit. An example might include creating a pamphlet on the proper use of drugs and medicines.

|                                | Core Content Objectives                            |  | Instructional Actions  |  |
|--------------------------------|--|--|--|--|
| Cumulative Progress Indicators | Concepts<br><i>What students will know.</i>        | Skills<br><i>What students will be able to do.</i> | Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections | Assessment<br><b>Check Points</b>        |
| <b>2.3.4.A Medicines</b>       | Medicines come in a variety of forms (prescription | Recognize, define, and apply relevant vocabulary.  | Models   | Journal response in written or pictorial |

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| <p>2.3.4.A.1<br/>Distinguish between over-the-counter and prescription medicines.</p>             | <p>medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> | <p>Understand why medicines are important for the cure, “wellness,” and/or the prevention of disease.</p> | <p>Posters<br/>Diagrams<br/>Venn Diagrams</p> | <p>(with labels) form<br/>Informal assessments and observations</p> |
| <p>2.3.4.A.2<br/>Determine possible side effects of common types of medicines.</p>                | <p>Use of drugs in unsafe ways is dangerous and harmful.</p>  | <p>Identify the different varieties of medicines.</p>   | <p>Videos/DVDs<br/>Internet</p>               | <p>Performance assessments</p>                                      |
| <p><b>2.3.4.B Alcohol, Tobacco, and Other Drugs</b></p>   | <p>Substance abuse is caused by a variety of factors.</p>   | <p>Recognize that medicines are used for a variety of reasons.</p>  | <p>Collaborative Projects</p>                 | <p>Whole group sharing and discussion</p>                           |
| <p>2.3.4.B.1<br/>Explain why it is illegal to use or possess certain drugs/substances and the</p> |   | <p>Identify why some medicines are legal and others are illegal.<br/><br/>Understand why it is</p>        | <p>Oral presentations<br/><br/>Role plays</p> | <p>Homework</p>   |

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| possible consequences. |  | important to<br>take medicines as directed. |  |  |
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**HEALTH 3-4**

**Drugs and Medicines- (Cont.)**

| <b>Cumulative Progress</b>   | <b>Core Content Objectives</b>                                    |  | <b>Instructional Actions</b>                             |                     |
|--|---|--|--|---------------------|
|  | <b>Concepts</b>   | <b>Skills</b>  | <b>Activities/Strategies</b>                             | <b>Assessment</b>   |
| <b>Indicators</b>  | <i>What students will know. What students will be able to do.</i> |  | Technology Implementation/ Interdisciplinary Connections | <b>Check Points</b> |
| 2.3.4.B.2<br>Compare the short- and long-term physical effects of all types of tobacco use.                        |   | Compare/contrast smokers versus non-smokers and the impact that second-hand smoke can have on one's health.          |  |                     |
| 2.3.4.B.3<br>Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. |   | What factors impact substance abuse?<br><br>Identify the short and long term effects of alcohol, tobacco, and drugs. |  |                     |
| 2.3.4.B.4<br>Summarize the short- and long-term physical and behavioral  |   | Identify ways to help people that have substance abuse   |  |                     |

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effects of alcohol use and  
abuse

problems.

**2.3.4.C Dependency/  
Addiction and Treatment**

2.3.4.C.1 Identify signs that a  
person might have an alcohol,  
tobacco, and/or drug use problem.

2.3.4.C.2 Differentiate between  
drug use, abuse, and misuse.

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**HEALTH 3-4**  
**Drugs and Medicines- (Cont.)**

|  |  |
|--|--|
| <p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p><b>Recommended resources:</b><br/>New Jersey Department of Education (2014). <i>Student Learning Standards in Comprehensive Health and Physical Education</i>.<br/>Supportive videos/ DVDs</p> <p><b>Internet Sources:</b><br/><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a><br/><a href="http://www.cdc.gov">www.cdc.gov</a><br/><a href="http://www.kidshealth.org">www.kidshealth.org</a><br/><a href="http://www.healthcentral.com">www.healthcentral.com</a><br/><br/><a href="http://www.health.org">www.health.org</a><br/><a href="http://www.healthatoz.com">www.healthatoz.com</a></p> <p><b>Related Literature</b></p> | <p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstanding<br/>Consult IEPs and 504 plans to differentiate instruction based on individual needs.<br/>Engage peer tutors.<br/>Assign roles or specific tasks for group projects.<br/>Provide study guides.<br/>Provide extension menus<br/>Curriculum compacting.<br/>Differentiate instructional strategies and materials to accommodate multiple intelligences.</p> |
|--|--|

**HEALTH 3-4**

**Human Relationships and Sexuality-**

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

**Unit Objectives/Conceptual Understandings:** Students will be able understand that families often share common values, provide love and emotional support, and set boundaries and limits. Students will be able to understand that there are similarities and differences between different types of families. Students will be able to understand that it is important for a pregnant woman to make healthy choices, since her choices will directly impact the health of the fetus.

**Essential Questions:** What are some characteristics of a healthy family? Why is it important for each family member to have and understand their role in the family unit?

**Unit Assessment:** Teacher-developed assessment that will demonstrate student understanding of the unit objectives and the essential questions related to this unit. An example might be developing a play (in small groups) that shows how family members interact can foster positive relationships and feelings.

|                            | Core Content Objectives         |                                      | Instructional Actions        |                     |
|----------------------------|---------------------------------|--------------------------------------|------------------------------|---------------------|
| <b>Cumulative Progress</b> | <b>Concepts</b>                 | <b>Skills</b>                        | <b>Activities/Strategies</b> | <b>Assessment</b>   |
| <b>Indicators</b>          | <i>What students will know.</i> | <i>What students will be able to</i> | Technology Implementation/   | <b>Check Points</b> |



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|   |  | <i>do.</i>  | Interdisciplinary Connections                             |   |
|---|--|---|---|---|
| <b>2.4.4.A</b><br><b>Relationships</b>  | The family unit encompasses the diversity of family forms in contemporary society. | Recognize, define, and apply relevant vocabulary.   | Models  | Journal response in written or pictorial (with labels) form       |
| 2.4.4.A.1<br>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. | Families often share the same values.  | Identify that all families are different/diverse, but have many similarities in their structure.  | Posters<br><br>Diagrams<br><br>Venn Diagrams              | Informal assessments and observations                             |
| 2.4.4.A.2<br>Explain why healthy relationships are fostered in some families and not in others.                                     | Some families foster healthy relationships, while others do not.                   | Understand that family members have different roles in the family structure.<br><br>Recognize that families are important to the community. | Videos/DVDs<br><br>Internet<br><br>Collaborative Projects | Performance assessments<br><br>Whole group sharing and discussion |

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Identify how families can  
foster  
healthy relationships.

Oral presentations  
Role plays

Homework

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**HEALTH 3-4**

**Human Relationships and Sexuality- (Cont.)**

|  | Core Content Objectives                     |  | Instructional Actions  |                                |
|--|---|--|--|--------------------------------|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i> | Skills<br><i>What students will be able to do.</i> | Activities/Strategies<br><br>Technology Implementation/<br>Interdisciplinary Connections   | Assessment<br><br>Check Points |
|  |   |  |  |                                |
| <p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p><b>Recommended resources:</b><br/>New Jersey Department of Education (2014). <i>Student Standards in Comprehensive Health and Physical Education.</i><br/>Supportive videos/ DVDs</p> <p><b>Internet Sources:</b><br/><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a><br/><a href="http://www.cdc.gov">www.cdc.gov</a><br/><a href="http://www.kidshealth.org">www.kidshealth.org</a></p> |   |  | <p><b>Instructional Modifications, Adjustments:</b> student difficulties, possible misunderstanding<br/>Consult IEPs and 504 plans to differentiate instruction based on individual needs.</p> <p>Engage peer tutors.<br/>Assign roles or specific tasks for group projects.<br/>Provide study guides.</p> <p>Provide extension menus<br/>Curriculum compacting.</p> |                                |

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[www.healthcentral.com](http://www.healthcentral.com)

[www.health.org](http://www.health.org)

[www.healthatoz.com](http://www.healthatoz.com)

**Related Literature**

Differentiate instructional strategies and materials to accommodate multiple intelligences.

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