

TITLE: 3rd-4th Grade Health

Course Description: The 3-4 Health course will introduce students to age appropriate health issues that affect their everyday lives. The goal of the Health 3-4 program is to use the knowledge and skills to create healthy habits at a young age, and also transform unhealthy behaviors into behaviors that will promote health and wellness.

Course Sequence:

Unit 1: Wellness (4 weeks)

Unit 2: Diseases (5 weeks)

Unit 3: Nutrition (6 weeks)

Unit 4: Safety (7 weeks)

Unit 5: Medicine (4 weeks)

Unit 6: Character Development (4 weeks)

Unit 7: Decision Making and Goal Setting (6 weeks)

Unit 8: Health Services and Information (5 weeks)

Unit 9: Family (6 weeks)

Unit 10: Stress (3 weeks)

Unit 11: Drug Abuse (4 weeks)

Ongoing Unit: Mindfulness and SEL (Yearlong Curriculum)

Pre-requisite:

K-2 Health Courses

Unit 1 - Overview**Content Area:** Health**Unit Title:** Diseases**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The diseases unit encompasses a variety of topics including communicable versus non-communicable diseases. Students will learn about basic diseases that people can be faced with in addition to how to use universal precautions in an effort to prevent yourself from getting these diseases.

Unit 1 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
-----------	---

2.1.4.C.1	Explain how most diseases and health conditions are preventable.
-----------	--

2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
-----------	---

2.1.4.C.3	Explain how mental health impacts one's wellness.
-----------	---

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
-----------	---

8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
-----------	---

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
------	---

CRP3	Attend to personal health and financial well-being.
------	---

CRP4	Communicate clearly and effectively and with reason.
------	--

CRP9	Model integrity, ethical leadership and effective management.
------	---

CRP12	Work productively in teams while using cultural global competence.
-------	--

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
---------	---

RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
---------	--

Unit Essential Question(s):

- What is the relationship between diseases and universal precautions?
- What is the relationship between mental health and disease?

Unit Enduring Understandings:

- Universal precautions will greatly reduce the risk of contracting a disease
- There is a significant, tangible relationship between mental and physical well-being.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to explain how most diseases and health conditions are preventable.
- Students will be able to justify the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- Students will be able to explain how mental health impacts one's wellness.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://healthsmartva.pwnet.org/uploads/rteitor/file/Communicable%20and%20Non-Communicable%20Diseases%20Lesson%20Plan.pdf>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Prevention	Students will be able to explain how most diseases and health conditions are preventable.	1 class
Universal Precautions	Students will be able to justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	3 classes
Wellness	Students will be able to explain how mental health impacts one's wellness.	1 class

Teacher Notes:**Additional Resources:**

Unit 2 - Overview

Content Area: Health

Unit Title: Health Services and Information

Grade Level: 3 rd and 4 th Grade	
Unit Summary: The Health Services unit focuses on the participation in service projects in the community. Different health services will be researched in addition to how these services assist in addressing different health needs.	
Unit 2 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards	
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
21st century themes and skills (standard 9)	
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Interdisciplinary Connection	
RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
Unit Essential Question(s): <ul style="list-style-type: none"> What health services and resources are available in different communities? When do we seek help when experiencing health problems? 	Unit Enduring Understandings: <ul style="list-style-type: none"> There are a wide variety of health related services within the community. With any health related issue, it is important to seek out the appropriate service.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will be able to explain the impact of participation in different kinds of service projects on community wellness. Students will be able to identify health services and resources provided in the school and community. Students will be able to determine how each resource assists in addressing health needs and emergencies. Students will be able to explain when and how to seek help when experiencing a health problem. 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Unit tests. 	

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://kidshealth.org/classroom/>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Service Projects	Students will be able to explain the impact of participation in different kinds of service projects on community wellness.	2 classes
Health Services and Resources	Students will be able to identify health services and resources provided in the school and community.	1 class
How Emergencies are Addressed	Students will be able to determine how each resource assists in addressing health needs and emergencies.	1 class
When to Seek Help	Students will be able to explain when and how to seek help when experiencing a health problem.	1 class

Teacher Notes:**Additional Resources:**

Unit 3 - Overview**Content Area:** Health**Unit Title:** Character Development**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The character unit is one that is intended to improve the ability of the students to act as respectful and respectable citizens both in and outside of school.

Unit 3 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- What is meant by the phrase "good character"?
- What is the correlation between ethical values and character?

Unit Enduring Understandings:

- Good character is having the ability to make good decisions despite the real of perceived reaction of peers.
- Ethical values make it more likely that a student will develop good character.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to determine how an individual's character develops over time and impacts personal health.
- Students will be able to explain why core ethical values are important in the local and world community.
- Students will be able to determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://charactercounts.org/program-overview/six-pillars/>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Development of Character	Students will be able to determine how an individual's character develops over time and impacts personal health.	2 classes
Core Ethical Values	Students will be able to explain why core ethical values such as respect, empathy, civic mindedness and good citizenship, are important in the local and world community.	1 class
Students with Disabilities	Students will be able to determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	1 class

Teacher Notes:**Additional Resources:**

Unit 4 - Overview**Content Area:** Health**Unit Title:** Nutrition**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The nutrition unit explains how healthy eating affects every aspect of life. Within the unit, the topics of disease, food labels, and body systems are dressed to express the importance of making healthy decisions daily.

Unit 4 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
-----------	---

2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
-----------	---

2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
-----------	--

2.1.4.B.4	Interpret food product labels based on nutritional content.
-----------	---

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
-----------	---

8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
-----------	---

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
------	---

CRP3	Attend to personal health and financial well-being.
------	---

CRP4	Communicate clearly and effectively and with reason.
------	--

CRP9	Model integrity, ethical leadership and effective management.
------	---

CRP12	Work productively in teams while using cultural global competence.
-------	--

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
---------	---

RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
---------	--

Unit Essential Question(s):

- What is the correlation between nutrition and disease?
- How do we plan healthy meals according to nutritional content, value, cost, and calories?

Unit Enduring Understandings:

- A well balanced diet will reduce, and eliminate the chances for many diseases.
- It is important to take into account the nutritional needs of the human body when making food choices.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to explain how healthy eating provides energy, helps maintain healthy weights, lowers risk of disease, and keeps body systems functioning effectively.
- Students will be able to differentiate between healthy and unhealthy eating patterns.
- Students will be able to create a healthy meal based on nutritional content, value, calories, and cost.
- Students will be able to interpret food labels based on nutritional content.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.choosemyplate.gov>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Healthy Eating	Students will be able to explain how healthy eating provides energy, helps maintain healthy weights, lowers risk of disease, and keeps body systems functioning effectively.	2 classes
Healthy VS Unhealthy Patterns	Students will be able to differentiate between healthy and unhealthy eating patterns.	1 class
A Balanced Diet	Students will be able to create a healthy meal based on nutritional content, value, calories, and cost.	1 class
Food Labels	Students will be able to interpret food labels based on nutritional content.	2 classes

Teacher Notes:

Additional Resources:

Unit 5 - Overview**Content Area:** Health**Unit Title:** Decision Making and Goal Setting**Grade Level:** 3rd and 4th Grade**Unit Summary:**

Decision making and goal setting is a unit that covers a wide variety of topics. Students will address health-related issues, families, peers, culture, and how decision making can be a part of all of those topics.

Unit 5 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
-----------	--

2.2.4.B.1	Use the decision-making process when addressing health-related issues.
-----------	--

2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
-----------	--

2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
-----------	--

2.2.4.B.4	Develop a personal health goal and track progress.
-----------	--

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
-----------	---

8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
-----------	---

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
------	---

CRP3	Attend to personal health and financial well-being.
------	---

CRP4	Communicate clearly and effectively and with reason.
------	--

CRP9	Model integrity, ethical leadership and effective management.
------	---

CRP12	Work productively in teams while using cultural global competence.
-------	--

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
---------	---

RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
---------	--

Unit Essential Question(s):

- How does using the decision-making give you the best chance for making a good decision.

Unit Enduring Understandings:

- Well thought out decisions are more likely to be good decisions.
- Setting and tracking the progress of goals makes it much more likely you will achieve that goal.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to use the decision-making process when addressing health-related issues.
- Students will be able to differentiate between situations when a health-related decision should be made independently or with the help of others.

- Students will be able to determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- Students will be able to develop a personal health goal and track progress.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Dependent or Independent Decisions	Students will be able to differentiate between situations when a health-related decision should be made independently or with the help of others.	2 classes
Influences on Decisions	Students will be able to determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	1 class
Goal Setting	Students will be able to develop a personal health goal and track progress.	1 class (1 class for instruction and 4 weeks to track the progress of their goal)
Dependent or Independent Decisions	Students will be able to differentiate between situations when a health-related decision should be	2 classes

	made independently or with the help of others.	
Teacher Notes:		
Additional Resources:		

Unit 6 - Overview

Content Area: Health

Unit Title: Stress

Grade Level: 3rd and 4th Grade

Unit Summary:

It is imperative for students to learn how to deal with stress. Within this unit, students will learn common stressors and how to manage them.

Unit 6 - Standards

Standards (Content and Technology):

CPI#:	Statement:
--------------	-------------------

NJSLS Standards

2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- What is stress?
- Why is it important that we can recognize common stressors and manage them in a healthy way?

Unit Enduring Understandings:

- Stress is real or perceived pressure put on an individual.
- Stress can lead to mental and physical impairments when it is not appropriately managed.

Unit Learning Targets/Objectives:

Students will...

- Students will be able to summarize the causes of stress and explain ways to deal with stressful situations.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://kidshealth.org/en/kids/stress.html>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Stress	Students will be able to summarize the causes of stress and explain ways to deal with stressful situations. Students will be able to recognize what the symptoms are of stress.	3 classes

Teacher Notes:

Additional Resources:

Unit 7 - Overview**Content Area:** Health**Unit Title:** Family**Grade Level:** 3rd and 4th Grade**Unit Summary:**

Students will learn about different types of families and how those families address basic needs. It is a unit where students will learn about rejection, loss, and separation and how to cope with them.

Unit 7 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- What are basic human needs?
- How do we cope with rejection, loss, and separation?
- What is puberty and when does it occur?
- What is the relationship between a healthy mother and a healthy fetus?

Unit Enduring Understandings:

- Food, shelter and love are the basic needs of any human.
- There are many services available to students who suffer rejection or a loss
- Students will understand what occurs during puberty.
- Students will list examples of what expectant mothers can do to increase the chance of a healthy baby.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to compare and contrast how individuals and families attempt to address basic human needs.
- Students will be able to determine ways to cope with rejection, loss, and separation.
- Students will be able to explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Students will be able to explain why healthy relationships are fostered in some families and not in others.

Evidence of Learning**Formative Assessments:**

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-a-family>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Basic Needs	Students will be able to compare and contrast how individuals and families attempt to address basic human needs.	2 classes
Coping Skills	Students will be able to determine ways to cope with rejection, loss, and separation.	2 classes
Values	Students will be able to explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	1 class

Healthy Relationships	Students will be able to explain why healthy relationships are fostered in some families and not in others.	1 class
Puberty/ Pregnancy	Students will be able to list what occurs during puberty. They will also be able to list healthy ways an expectant mother should ensure a healthy baby.	1 class
Teacher Notes:		
Additional Resources:		

Unit 8 - Overview**Content Area:** Health**Unit Title:** Wellness**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The wellness unit teaches students the necessary aspects of health. Students will learn that you need to be emotionally, mentally, and physically healthy in order to attain wellness.

Unit 8 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP 3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- What is wellness?
- What are the three domains of wellness?

Unit Enduring Understandings:

- Students will understand that wellness comes only when you are working on your social, physical, and emotional self.
- Students will learn and know the parts of the health triangle as physical, emotional, and social.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to define wellness.
- Students will be able to explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

- Students will be able to determine the relationship of personal health practices and behaviors on an individual's body systems.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle%20pp.pdf

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Wellness	Students will be able to define wellness and the three domains of wellness.	1 class
The 3 Domains	Students will be able to define the domains of wellness and explain how they interact.	1 class
Body Systems	Students will be able to determine the relationship of personal health practices and behaviors on an individual's body systems.	2 classes

Teacher Notes:

Additional Resources:

Unit 9 - Overview**Content Area:** Health**Unit Title:** Medicine**Grade Level:** 3rd and 4th Grade**Unit Summary:**

It is imperative for students to understand what medicine is and how it is used. In the medicine unit, students will learn about different types of medication, how to take them, and the difference between drug abuse and drug misuse.

Unit 9 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2 Determine possible side effects of common types of medicines.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP3 Attend to personal health and financial well-being.

CRP4 Communicate clearly and effectively and with reason.

CRP9 Model integrity, ethical leadership and effective management.

CRP12 Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connection

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- How do we distinguish between over-the-counter and prescription medications?
- What are the signs of drug abuse/misuse?

Unit Enduring Understandings:

- Students must be aware that prescription medicines are intended only for the person it's prescribed to.
- It is essential that students recognize the dangers associated with misusing medications.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to distinguish between over-the-counter and prescription medications.
- Students will be able to determine possible side effects of common types of medications.
- Students will be able to compare and contrast symptoms of drug abuse and drug misuse.

Evidence of Learning**Formative Assessments:**

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<http://www.scholastic.com/browse/article.jsp?id=3757744>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Comparing Medicine	Students will be able to distinguish between over-the-counter and prescription medications.	1 class
Side Effects	Students will be able to determine possible side effects of common types of medications.	2 classes
Drug Abuse/Misuse	Students will be able to compare and contrast symptoms of drug abuse and drug misuse.	1 class

Teacher Notes:

Additional Resources:

Unit 10 - Overview**Content Area:** Health**Unit Title:** Safety**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The safety unit is meant to teach students about practical situations in which safety is of the utmost importance. Students will learn about safety in a multitude of locations including the home, at school, and in the community.

Unit 10 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
-----------	---

Interdisciplinary Connection

RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RL.4.1.	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- How do we determine that a situation is safe or unsafe?
- When do we use basic first-aid procedures?

Unit Enduring Understandings:

- Being aware of one surrounding is the fastest way to recognize danger.
- When there is a first aid emergency, if it important to act, and use basic first aid protocols.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.
- Students will be able to summarize the various forms of abuse and ways to get help.
- Students will be able to examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Students will be able to demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.kidpower.org/library/article/safe-without-scared/>

Modifications:

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Safe VS Unsafe	Students will be able to determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.	2 classes
Abuse	Students will be able to summarize the various forms of abuse and ways to get help.	1 class
Pedestrians	Students will be able to examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	2 classes
First Aid	Students will be able to demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.	2 classes

Teacher Notes:

Additional Resources:

Unit 11 - Overview**Content Area:** Health**Unit Title:** Substance Abuse**Grade Level:** 3rd and 4th Grade**Unit Summary:**

The substance abuse unit is about the topic of illegal drugs and the short/long term effects of its' use. This unit is intended to make students aware of why drugs are illegal along with the signs and the causes if someone is using drugs.

Unit 11 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.2 Compare the short- and long-term effects of all types of tobacco use.

2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5 Identify the short- and long-term physical effects of inhaling certain substances.

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

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

2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP3 Attend to personal health and financial well-being.

CRP 4 Communicate clearly and effectively and with reason.

CRP9 Model integrity, ethical leadership and effective management.

CRP 12 Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connection

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit Essential Question(s):

- What are the consequences of illegal drug usage?
- How does second-hand smoke affect nonsmokers?
- What are the physical effects of inhalants?
- What are the signs of drug dependency?
- What factors contribute to drug use?

Unit Enduring Understandings:

- Students will understand the legal and physical consequences of drug use.
- Students will understand how and why they should avoid second-hand smoke.

- Students will be able to recognize the signs of drug dependency and what contributes to the onset of dependency.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to list the consequences of drug use.
- Students will be able to list the effects of second-hand smoke.
- Students will be able to list the physical effects of inhalants.
- Students will be able to list the signs of drug dependency and what factors contribute to it.

Evidence of Learning**Formative Assessments:**

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :**Modifications:**

Special Education/ 504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What are Illegal Drugs	Students will be able to list the consequences of drug use.	2 classes
Second-Hand Smoke	Students will be able to list the effects of second-hand smoke.	1 class
Inhalants	Students will be able to list the physical effects of inhalants.	1 class
Drug Dependency	Students will be able to list the signs of drug dependency	1 class

	and what factors contribute to it.	
Teacher Notes:		
Additional Resources:		

Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Grade Level: 3rd & 4th

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for intermediate students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

Interdisciplinary:

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

Career Ready Practices:

CRP1.	Act as a responsible and contributing citizen and employee.
CRP5.	Consider the environmental, social and economic impacts of decisions.

NJ SEL Competencies:

Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Educational Technology Standards:

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Unit Essential Question(s):

- What is mindfulness?
- Why is mindfulness important?
- How can we take small steps to turn mistakes into opportunities?
- How can we align our interests with our core values and our passions with what matters most to us?
- How does surrounding ourselves with people who build us up and inspire us help us to live our best life?
- How can we celebrate successes and setbacks while on the journey to achieve our goals?
- How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier?
- How can we give back through our interests and passions?
- How can we be brave, try new things, and stay focused on the path to achieving our dreams?

Unit Enduring Understandings:

- Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.
- Students will use breathing and other techniques learned to help diffuse situations and emotions.
- Students will be able to embrace creativity and imagination and look on the bright side of things.
- Students will understand that they are all unique individuals with unique passions and talents.
- Students will learn to actively seek ways to offer kindness in order to strengthen these relationships.
- Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way.
- Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome.
- Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world.
- Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.

Unit Learning Targets/Objectives:*Students will...*

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try to understand what someone is trying to communicate.
- think before reacting so as to ensure the reaction is purposeful and appropriate.
- Change their mindset to identify the positive in their lives
- Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world.

Evidence of Learning**Formative Assessments:**

Teacher observations, Teacher feedback, Pre and post tests on the fundamentals of mindfulness, class discussions and questioning

Summative/Benchmark Assessment(s):

Post survey at the end of the year

Alternative Assessments:

N/A (this course is designed for reflection and social emotional growth)

Resources/Materials (copy hyperlinks for digital resources):**7 Mindsets Link:** <https://7mindsets.com/> (See Tech Department for login)<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>**Modifications:**

- Special Education Students
- Consult with case manager and follow IEP

- At-Risk Students
- Follow I&RS action plans.

<p>accommodations and modifications.</p> <ul style="list-style-type: none"> - Allow errors and extended time to complete tasks. <ul style="list-style-type: none"> ● <u>English Language Learners</u> - Allow errors in speaking - Grant extended time to complete assignments. - Rephrase questions, directions, and explanations. - Consult with ESL teacher specific to vocabulary 	<ul style="list-style-type: none"> - Allow extended time to complete assignments. - Consult with classroom teacher. <ul style="list-style-type: none"> ● <u>Gifted and Talented Students'</u> - Provide extension activities - Allow opportunity for leadership roles
---	--

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL- Everything is Possible	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks
Mindfulness SEL- Attitude of Gratitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness, these things will multiply.	4-5 weeks
Mindfulness SEL- Live to Give	Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.	4-5 weeks
Mindfulness SEL- The Time is Now	Students will learn to find and embrace circumstances that create positive emotions.	4-5 weeks

Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week. A SEL period has been allotted in the schedule however due to unforeseen circumstances and constraints on schedules, this can be spread out over the course of the week as needed.

Additional Resources

- <https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>
- <https://www.mindfulschools.org/resources/explore-mindful-resources/>
- <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
- <https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

The 7 Mindsets by Shickler and Waller