

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Health K-4 Grade

Adopted  
September 19th, 2023

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Unit 1- Wellness

**Unit Title: – Personal Growth and Development**

**Grade level: Grade K-4**

**Timeframe: 15 Days**

### Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

### Focus Questions

How do we grow and evolve?

### Standards

#### Standards (Taught and Assessed):

##### Grades: K-2

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

##### Grades: 3-4

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

##### Grade: 4 School Nurse/Health and Physical Educator

- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

## Social-Emotional Learning Competencies

Self Awareness  
 Self Management  
 Social Awareness  
 Responsible Decision Making  
 Relationship Skills

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted,

We are learning to/that				At-risk of Failure, 504) and Reflections
Personal Growth	<p>Define wellness</p> <p>List qualities and traits that associate with feeling good</p> <p>List one way to deal with stress.</p> <p>Identify all major body part</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi</p> <p>Create a class T-Chart of healthy and unhealthy choices</p> <p>Trace a student's body on paper and label or draw the major body parts. (small groups)</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
Nutrition	<p>Recite the difference between junk food and nutritious food.</p> <p>List foods and food categories listed in the Choose My Plate Food Guide</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p>	<p>Prepare a healthy snack</p> <p>•Play the interactive computer game "Blast Off!" to better understand the key concepts of Choose My Plate for Kids.</p> <p>Create a class graph by food group using Kidspiration and</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual</p>

	List foods found at each of the main meals	Do Now Peer Review Informal Observations/Dialogues Written Responses Journals	using the Food Guide Choose My Plate  Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.	learning, including graphic organizers.  <b>GT:</b> Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios  <b>At risk:</b> Individualized as needed  <b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
Wellness	Explain how germs spread  Explain that germs can make you sick  Explain how to get rid of germs  Explain how to and for how long you should wash your hands  Who to ask for help if you are not feeling well in the home, school, and community  Explain what rabies is and how you can get it	In-class assignments  Think, pair, share  Homework  Class discussions  Do Now  Peer Review  Informal Observations/Dialogues  Written Responses  Journals	<b>Activity:</b> Role play  Create visual for how to properly wash your hands  Create a superhero germ fighter  Have the nurse come to class as a guest speaker about germ fighting  Class read aloud  Games and activities	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.  <b>GT:</b> Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,

	<p>Develop and demonstrate an awareness of healthy habits (hand washing, clean tissues).</p> <p>Demonstrate independence when applying emerging self-help skills (brushing teeth, choosing clothes).</p> <p>Use of correct terminology to identify body parts.</p>		<p>Worksheets</p> <p>Videos</p>	<p>and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Formative Assessments**

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

Peer Review	
Informal Observations/Dialogues	
Written Responses	

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>



	<p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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## Unit 2

**Unit Title: – Emotional Wellness**

**Grade level: Grade K-4**

**Timeframe: 15 Days**

### Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making.

### Focus Questions

What factors affect our mood?

### Standards

**Standards (Taught and Assessed):**

**Grades: K-2**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations

**Grades: 3-4**

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

### Social-Emotional Learning Competencies

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

### Instructional Plan

#### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

#### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted,
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We are learning to/that				At-risk of Failure, 504) and Reflections
Moods	<p>There are different ways individuals handle stress.</p> <p>Many factors influence how we think about ourselves.</p> <p>Many factors influence how we think about others.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Role play</p> <p>Create visuals for moods and how to cope.</p> <p>Have the school counselor come to class as a guest speaker class read aloud</p> <p>Games and activities</p> <p>Worksheets</p> <p>Videos</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
Communication and Decision Making	<p>Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p>	<p>How to express needs, wants, and feelings</p> <p>Explain how some decisions affect their or other's health</p> <p>Define character</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual</p>

	<p>models and involvement in community service.</p> <p>Decision-making can be affected by a variety of influences that may not be in a person's best interest</p>	<p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Understand that outside factors influence health</p> <p>How Full Is Your Bucket? For Kids~ Tom Rath</p> <p>Have You Filled a Bucket Today?~ carol Mccloud</p> <p>•Be Happy!: A Little Book for a Happy You ~ Monica Sheehan</p> <p>Determine the benefits for oneself and others of participating in a class or school SERVICE activity</p>	<p>learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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### Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

### Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Unit 3

**Unit Title: – Social and Sexual Health**

**Grade level: Grade K-4**

**Timeframe: 15 Days**

### Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section.

### Focus Questions

How do our feelings affect our health?

How can we care for each other?

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## Standards

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### Standards (Taught and Assessed):

#### Grades: K-2

2.1.2.PP.1: Define reproduction.

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

#### Grade 3-4

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

### Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

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## Instructional Plan

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### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT  We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Social Health	<p>Identify how making decisions can impact healthy relationships.</p> <p>Communicate and interact with others efficiently and respectfully.</p> <p>Connect with others in different environments.</p> <p>Experience a sense of belonging.</p> <p>Effect ways to problem solve.</p> <p>Respect and accept the differences of an individual.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Role play</p> <p>Create visuals for moods and how to cope.</p> <p>Have the school counselor come to class as a guest speaker class read aloud</p> <p>Games and activities</p> <p>Worksheets</p> <p>Videos</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,</p>



				<p>and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
Family	Identify different types of families and distinguish responsibilities family members may assume.	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Role play</p> <p>Create visuals for moods and how to cope.</p> <p>Have the school counselor come to class as a guest speaker class read aloud</p> <p>Games and activities</p> <p>Worksheets</p> <p>Videos</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

<p>Pregnancy and Parenting</p>	<p>All living things may have the capacity to reproduce.</p> <p>Discover factors which can impact families.</p> <p>Explain the factors that contribute to a mother having a healthy baby.</p> <p>Determine when a decision influences the health of oneself or other family members.</p> <p>Reproduction: to produce offspring (animals, plants, fish).</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Games and activities</p> <p>Worksheets</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><i>District Grade Level Created</i></p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p>

	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
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**Formative Assessments**

<b>Formative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
In-class assignments	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
Think, pair, share	
Homework	
Class discussions	
Do Now	
Peer Review	
Informal Observations/Dialogues	
Written Responses	

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Open ended questions	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
Exit Tickets	
Peer Assessments	
Self-Assessment/Reflection	
Portfolios	
Tests and quizzes	
Projects	
Research Projects	
Presentations	

Essays	
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**Interdisciplinary Connections**

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

## Unit 4

**Unit Title: – Community Health Services and Support**

**Grade level: Grade K-4**

**Timeframe: 15 Days**

### Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life.

### Focus Questions

Why is a clean environment important to our health?

What steps can you take to get help in an emergency situation?

### Standards

#### Standards (Taught and Assessed):

##### Grades K-2

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

##### Grades 3-4

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

### Social-Emotional Learning Competencies

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.  <b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.  <b>At risk:</b> Individualized as needed  <b>IEP/504:</b> Modifications/ Accommodations as stated in IEP

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

<p><b>SLO – WALT</b></p> <p><b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Formative Assessment</b></p>	<p><b>Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Emergencies and Safety</p>	<p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.</p> <p>Recognize, identify and alert adults to potentially harmful conditions/ situations.</p> <p>Identify and recognize warning symbols and communicate their meaning {e.g., red lights, stop signs, poison symbols, etc.}). Identify community helpers who assist in maintaining a safe environment.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Role play stranger situations</p> <p>Create play/presentation video telling other students what to do in unsafe situations</p> <p>Take a field trip to watch a community helper or safety official at work</p> <p>Host a community helper or safety official as a guest speaker in class</p> <p>Draw warning signs and explain what they mean to the class</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

Feelings	<p>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Role play</p> <p>Create visuals for feelings and how to cope.</p> <p>Have the school counselor come to class as a guest speaker</p> <p>Games and activities</p> <p>Worksheets</p> <p>Videos</p>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p><b>GT:</b>Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<i>District Grade Level Created</i>	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p>



	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
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**Formative Assessments**

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

**Summative Assessments (add rows as needed)**

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations	<p><b>ELL:</b>Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b>Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

Essays	
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**Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p><b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>GT:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At risk:</b> Individualized as needed</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP</p>

***N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience***

***Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.***