Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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Course Title: Health
Content Area: Health
Grade Level(s): 3-5
Curriculum Writer(s): Andrew Wolff
Date Created: July 2022
Date Approved by Board of Education: September 2022
Course Description: Health education is essential to maintaining wellness and an active lifestyle. Throughout the units of study, students will increase their knowledge of the physical, social, emotional, and intellectual dimensions of wellness. Students will be able to make informed choices about their health.

Pacing Guide

Unit 1: Personal Growth and Development	Unit 1: 3 classes
Unit 2: Pregnancy and Parenting	Unit 2: 3 classes
Unit 3: Emotional Health	Unit 3: 2 classes
Unit 4: Social and Sexual Health	Unit 4: 2 classes
Unit 5: Community Health Services and Support	Unit 5: 2 classes
Unit 6: Nutrition	Unit 6: 4 classes
Unit 7: Personal Safety	Unit 7: 2 classes
Unit 8: Health Conditions, Diseases, and Medicines	Unit 8: 2 classes
Unit 9: Alcohol, Tobacco, and Drugs	Unit 9: 3 classes
Unit 10: Dependency, Substances Disorder, and Treatment	Unit 10: 2 classes

Unit 1: Personal Growth and Development
Unit Summary: Personal growth and development are lifelong processes of physical, behavioral, emotional, and cognitive change. This unit content pertains to keeping your body healthy and understanding hormonal changes and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
Interdisciplinary Connections: ● W.3.7 (ELA) Conduct short research projects that build knowledge about a topic (e.g., on how physical activity reduces stress). ● RI.4.7 (ELA) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (e.g., The Mindset of a Champion|Carson Byblow|TEDxYouth@AASSofia - growth mindset).
Career Readiness, Life Literacies, and Key Skills: ● 9.1.5.RMI.1: Identify risks that individuals and households face. ● 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. ● 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will have an assignment on stress management. Students will compare data from before and after and share their findings on a graph. Students will be able to see that they will feel better by implementing stress reduction activities.

NJSLS Number	NJSLS Content
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).
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.4:	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
2.1.5.PGD.5:	Identify trusted adults, including family members, caregivers, school staff, and healthcare professionals, with whom students can talk about relationships and ask questions about puberty and adolescent health.

Enduring Understandings:	Essential Questions:
	- Why is it important to know what causes optimal growth and development?

- Understanding how to identify effective personal health strategies and behaviors can reduce illness, prevent injuries, and maintain or enhance one's wellness.
- There are physical, social, and emotional changes that occur during puberty and adolescence, and the onset and progression of puberty can vary.
- Identifying trusted adults, including family members, caregivers, school staff, and healthcare professionals, is important so that you can talk about relationships and ask questions about puberty and adolescent health.
- Health is influenced by the interaction of body systems.
- Developing self-esteem, resiliency, tolerance, and coping skills supports social and emotional health.

- How do society, peers, and the media impact the way individuals communicate and express emotions?
- Why do some people sometimes bully other people?
- Why is it important to identify trusted adults?
- Why is it important to understand the health triangle?

Instructional Outcomes:

- Identify effective personal health strategies and behaviors.
- Maintain and enhance their wellness.
- Explain the health triangle.
- Develop resilience, tolerance, and coping skills that support social and emotional health.
- Identify trusted adults who can guide them through tough times.

Formative Assessments:

- Teacher observation

- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- Draw and label the health triangle.
- List the people in their lives that they can trust.
- Draw positive and negative choices that can help or harm them.
- Discuss how poor quality sleep affects your health.
- Discuss a difficult time in your life and how you overcame it.
- Create a list of activities that make you feel physically, mentally, and socially better.

Grade 4:

- Label the health triangle and determine what their strengths and weaknesses are.
- Create a Google Slide of the people they trust in their lives and why.
- Create a poster of positive and negative health choices.
- Discuss how hormones affect the body and mind.
- Create a list of trusted adults you can turn to in tough times.

Grade 5:

- Continue strengthening the relationships within the health triangle by discussing examples.
- Watch television and list the risk behaviors seen on their favorite shows.
- List the changes that happen during puberty.
- List examples of how decisions have a positive or negative effect on personal growth.
- Discuss how hormones affect the body, mind, and feelings, etc.

Accommodations/Modifications:

- Appendix for Tri-District Curricula Accommodations/Modifications

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
  https://sites.google.com/middletownk12.org/mtpscourseselection/elementary-school-curriculum?authuser=0
- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Pregnancy and Parenting

Unit Summary: In this unit, students will learn about pregnancy and parenting. More specifically, pregnancy and parenting are stages in life that impact all aspects of one's wellness. Regardless of the circumstance, pregnancy and parenting change an individual's emotional, financial, physical, mental, and social wellbeing. These stages can include many happy experiences but can also be the source of significant challenges. Like any new skill, parenting takes knowledge and practice to be successful. However, other factors, such as medical and financial challenges, can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery, and transition to parenting.

Interdisciplinary Connections:
- 6.SP.B.5.c (Mathematics) - Summarize numerical data sets with their contexts, such as by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern regarding the context in which the data were gathered. Students can analyze data on the likelihood of having recessive genes such as eye color and hair color.

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will create a graph displaying how a mother can take good care of herself when pregnant, which can lead to a healthy baby.

NJSLS Number	NJSLS Content
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).

Enduring Understandings:	Essential Questions:
- We can reduce health risks by practicing healthy behaviors. - Families ideally help us to develop self-esteem, resiliency, tolerance, and coping skills. - Understanding the stages of fertilization will help you recognize the pregnancy process. - New parents might face many challenges after pregnancy. - Optimal nutrition and wellness contribute to the general wellbeing of individuals and families across the life span. - Respecting yourself is the first step in making good health decisions.	- Why is it important to know the relationship between a cell, tissue, organ, and body system? - What physical and emotional changes occur in bodies as hormones change? - Why is it important to be able to describe basic human needs and how individuals and families attempt to meet those needs? - What are the stages of fertilization in the correct order? - How do our bodies grow? - Why does healthy eating and exercise by a birth mother help produce a healthy baby?

Instructional Outcomes:

- Recognize that pregnancy can be achieved through various methods.
- Identify that taking good care of yourself when pregnant can lead to a healthy baby.
- Acknowledge the signs and symptoms of pregnancy.
- Name challenges new parents might face after pregnancy.
- Identify and label changes in the mood and body during pregnancy.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- Discuss what makes a good parent.
- Discuss why health and healthcare are essential during pregnancy.
- List the stages of life from infancy through childhood.
- List what nutrients a mother and a baby need.
- Draw a poster on the early stages of cell growth.

Grade 4:

- Discuss, list, and share social and emotional changes.
- Discuss ways parents bond with their newborn baby.
- Discuss how a fertilized egg is formed and nourished.
- Research what heredity traits are.
- Research how and why a healthy environment should be provided for the pregnant mother.

Grade 5:

- Give examples of heredity traits that pass on from parents.
- Research why teen pregnancy and parenthood are risky.
- Research what prenatal care is.
- Research and list the physical, social, and emotional changes that occur at puberty.
- Research and list what leads to healthy newborns, including environment, the mother's nutrition, health habits, and overall well being.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Emotional Health

Unit Summary: Emotional health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations positively and appropriately, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. This unit will focus on these concepts.

Interdisciplinary Connections:

- 6.SP.B.4 (Mathematics) - Display numerical data on a number line plot, including dot plots, histograms, and box plots. Students can record their happiness levels before and after being taught stress reduction skills.

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will reflect on their health triangle and determine which part of their triangle is the weakest and strongest. Students will share their data on a Google Slide.

NJSLS Number	NJSLS Content
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.2:	Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.
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).

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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.

Enduring Understandings:
- Families help us develop self-esteem, resiliency, tolerance, and coping skills.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- The ability to have and keep good friends is to be a good friend to others.
- To work well in a group, you must be willing to be responsible for yourself and respectful of others.

Essential Questions:
- Why is it important to know what causes optimal growth and development?
- How do society, peers, and the media impact the way individuals communicate and express emotions?
- Why do some people sometimes bully other people?
- How do you recognize various emotions and demonstrate sympathy and empathy towards others?
- How do you cope with rejection, loss, and separation?

Instructional Outcomes:
- Develop ways to cope and deal with stress, rejection, and separation.
- Identify trusted adults who can help them make difficult decisions.
- Describe strategies on how to deal with bullies.
- Explain how to deal with difficult decisions.
- Explain how feelings and thoughts lead to unhealthy behaviors.
- Describe strategies on how to cope with loss, stress, and difficult situations.

- Identify different feelings (e.g., anger, fear, happiness, sadness, loneliness, etc.).

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- List how and why conflict develops.
- Draw examples of managing strong emotions.

- Discuss and practice active listening skills.
- Draw faces with all the possible feelings that they have experienced recently.

Grade 4:

- List stress reduction measures.
- Role play healthy communication.
- List ways of managing strong emotions.
- Create a poster with activities and ideas to manage loss.

Grade 5:

- Discuss how holding your feelings in might harm your physical health.
- Discuss the benefits of having a private journal.
- List ways of managing strong emotions.
- Create a poster with activities and ideas to manage loss and possibly share a recent experience.

Accommodations/Modifications:

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- The Great Body Shop
- BrainPOP.com
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- Edpuzzle.com
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Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: Social and Sexual Health

Unit Summary: Social and sexual health is a person's ability to communicate and interact with others efficiently. Individuals can form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences in an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives on health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals and institutions, and experience a sense of belonging all contribute to social and sexual health. These concepts will be explored in this unit.

Interdisciplinary Connections:
- 6.SP.B.4 (Mathematics) - Display numerical data on a number line plot, including dot plots, histograms, and box plots. Students can record the amount of communication they have had on a dot plot graph for a week. Students then determine if this is too little or they need more social interaction.

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

● 9.4.5.TL.5: Collaborate digitally to produce an artifact.	

Technology Integration:
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will create a chart defining teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.

NJSLS Number	NJSLS Content
2.1.5.SSH.1:	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.2:	Differentiate between sexual orientation and gender identity.
2.1.5.SSH.3:	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity, and expression, race, ethnicity, socioeconomic status, differing ability, immigration status, family configuration).
2.1.5.SSH.4:	Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.SSH.5:	Explain the importance of communication with family members, caregivers, and other trusted adults about various topics.
2.1.5.SSH.6:	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.SSH.7:	Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.

Enduring Understandings:	Essential Questions: ● How can gender-role stereotypes impact your life?

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. ● Family members can impact the development of children physically, socially, and emotionally. ● People in healthy relationships share thoughts, feelings, and mutual respect. ● Families ideally help us to develop self-esteem, resiliency, tolerance, and coping skills. ● We can reduce health risks through the practice of healthy behaviors.	● Where do sexual orientation and gender identity differ? ● What are some ways you can show dignity and respect towards others? ● Where do families share common values and practices? ● What physical and emotional changes occur in bodies as hormones change? ● Why is it important to know the relationship between and among a cell, tissue, organ, and body system?

Instructional Outcomes:
- Identify each individual's uniqueness and how he or she should be accepted regardless of how he or she looks or acts.
- Know the qualities of a positive and healthy relationship with peers, relatives, and/or community members.
- Recognize the importance of respecting one another within relationships.
- Identify and assess how family members can impact one's life physically, socially, and emotionally.
- Explain the difference between healthy and unhealthy social relationships.

Formative Assessments:
- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- Role play healthy communication.
- Create a family tree.
- Discuss and label family roles on a related picture.
- Discuss and list different feelings that people might experience.
- Discuss gender-role stereotypes and identify examples.
- Establish health goals.

Grade 4:

- Discuss and list guidelines for healthy friendships.
- Discuss the daily needs of a child.

- Create a poster on how to promote dignity and respect for other people.
- Describe and discuss different types of relationships.
- Create a list of bullying and teasing behaviors and share related experiences.
- Establish health goals.

Grade 5:

- Discuss how to avoid cliques.
- List the characteristics of a good friend.
- Complete a culture project representing family background.
- List effective decision making strategies for social situations.
- Establish health goals.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
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- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 5: Community Health Services and Support

Unit Summary: This unit content includes informational resources and assistance to communities and individuals to support disease and injury prevention as well as disaster relief and to improve the quality of services provided to all individuals. These resources and assistance promote public health, health equity, and healthy lifestyles while reducing health disparities. Services and support can include medical and dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care.

Interdisciplinary Connections:
- 6.SP.B.4 (Mathematics) - Display numerical data on a number line plot, including dot plots, histograms, and box plots. Students can record data on a chart, which will include data from before and after fluoride was used to reduce cavities in America.

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. Students will analyze the effectiveness of using Smartwatches. Students will list the positive or negative consequences resulting from their use.

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

NJSLS Number	NJSLS Content
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 businesses, 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.

Enduring Understandings:	Essential Questions:
- Accessing and evaluating health information, products, and services will improve a person's ability to make healthy decisions and one's quality of life. - Recognizing risk factors and applying risk reducing strategies can prevent health consequences. - Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. - Community helpers and healthcare workers contribute to personal and community wellness. - Businesses and non-profits help to address a variety of health problems.	- How do I communicate my personal healthcare needs? - What are my personal healthcare goals? - Who can provide assistance and support in achieving my healthcare concerns and goals? - What is the difference between healthy and unhealthy risks? - Why do we take risks that might harm ourselves and others? - Why and how do we experience stress?

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Instructional Outcomes:

- Maintain and track the progress of established healthcare goals.
- Identify trusted adults and professionals who can help address personal healthcare needs at home, school, and in the community.
- Describe different health concerns and list appropriate resources to aid and support such issues.
- Recognize stressful situations and how to remediate stress.
- Identify non-profit groups that help address health issues and climate change.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket

- Individual skills checklist

Learning Activities:

Grade 3:
- Define and list healthcare services.
- Review healthcare brochures, pamphlets, or newsletters.
- Identify stressors.
- List the physical effects of stress.
- Draw pictures of things that cause stress.

Grade 4:
- Research health information from trusted sources.
- Discuss how commercials might influence you to purchase certain health products.
- Journal about stressful situations and how you overcame them.

Grade 5:
- Discuss how technology affects health and healthcare.
- List risk factors and apply risk reducing strategies that can prevent health consequences.
- Research the FDA and how this group helps to protect people.
- Research how climate change can affect one's health.

Accommodations/Modifications:
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Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 6: Nutrition

Unit Summary: Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high-cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and heredity, are vitally important components of nutritional wellness. These concepts will be the focus of this unit.

Interdisciplinary Connections:

- 6.SP.B.5.c (Mathematics) - Summarize numerical data sets with their contexts, such as by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern regarding the context in which the data were gathered. Students can analyze information on fast food menus to determine the healthiest items to choose from.
- 6.SP.B.4 (Mathematics) - Display numerical data on a number line plot, including dot plots, histograms, and box plots. Students can record the number of calories consumed over the course of a week. Students can compare with other students. Students can then estimate if they are getting too few, too many, or enough macros.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim. Students will create a graph with foods high in protein and the benefits of consuming a diet with protein.

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

NJSLS Number	NJSLS Content
2.2.5.N.1:	Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2:	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3:	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Enduring Understandings:	Essential Questions:
● Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. ● The more you know about balanced nutrition, the better you can plan for healthy meals and snacks. ● Lifestyle choices (nutrition) have an effect on body systems, whether they be positive or negative. ● Family history, cultural values, social systems, and environmental influences impact all areas of health, including nutrition. ● The ability to access valid health information can positively impact individual health.	● How do I know if food is healthy for me? ● How do I decide what snacks to eat? ● What healthy goal can I set for myself regarding nutrition? ● What is a balanced meal? ● How can I incorporate a healthy diet into my life? ● What resources can I use to determine good food choices, and how do I use them?

Instructional Outcomes:

- Recognize and describe healthy nutritional food choices.
- Explain the effects of lifestyle choices on the body systems.
- Explain how personal daily choices can affect future health status.
- Create a healthy, well-balanced meal.
- Describe how climate change is affecting our food choices.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket

- Individual skills checklist

Learning Activities:

Grade 3:

- Draw examples of the basic nutrients.
- Discuss food safety (e.g., preparation and refrigeration).
- Draw examples of what meals and snacks are.
- Take part in the eat your colors activity; try to eat all the colors of the rainbow over a week.

Grade 4:

- List and draw the six essential nutrients and examples of each.
- Discuss dietary guidelines and how they help us.
- Read food labels.
- Discuss what the influences on food choices are.
- Discuss how the media affects food choices.

Grade 5:

- Discuss the essential nutrients and the vitamins and minerals provided in what is eaten.
- Research how the foods eaten can cause disease in the body.
- Read and evaluate a food label.
- Use an online resource to scan food barcodes and determine if they are healthy or not.
- Research how unhealthy diets can lead to disease.
- Research how climate change can lead to food scarcity.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Curriculum Development Resources:
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- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 7: Personal Safety

Unit Summary: In this unit, students will develop an understanding of how to recognize and avoid possible harmful situations or people in their surroundings. The correct measures to ensure personal safety in everyday life will be practiced.

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Interdisciplinary Connections:

- 6.SP.B.5.c (Mathematics) - Summarize numerical data sets with their contexts, such as by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern regarding the context in which the data were gathered. Students can analyze accident information about seatbelts, helmets, and drunk driving.
- 6.SP.B.4 (Mathematics) - Display numerical data on a number line plot, including dot plots, histograms, and box plots. Using a dot plot graph, students can analyze accident information specific to seatbelts, helmets, and drunk driving.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim (e.g., how seatbelts and helmets save lives). Students will research the number of fatalities before and after these laws were implemented.

NJSLS Number	NJSLS Content

2.3.5.PS.1:	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2:	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3:	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.4:	Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.5:	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6:	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Enduring Understandings:	Essential Questions:
- It is essential to practice using safety measures on the Internet. - Creating a fire safety plan for your home using the correct safety measures is important to keep your entire family safe in an emergency. - Practicing health-enhancing behaviors and making good personal health choices reduce the risk of bodily and emotional harm. - It is important to be aware of your environment and how certain situations can lead to injury.	- How can learning basic first aid help you and others? - Why do we need to follow the rules of the road while riding our bikes? - How can we practice safety procedures while using the Internet? - Why do we need to complete a safety plan for our household? - How do we practice water safety rules?

Instructional Outcomes:

- Identify why we need to use first aid and call 911.
- Identify street signs and what they mean.
- Create a list of ways to be a good digital citizen.
- Create a household fire safety plan including multiple escape routes, meeting points, and safety precautions like fire alarms, extinguishers, and escape ladders if needed.
- Create a list of ways to be safe around all water, including lakes, pools, and the ocean.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:
- Discuss what 911 is and why you might need to call.
- Draw basic road signs and what they mean.
- Discuss ways to stay safe at school.
- Draw a map of their home and how to escape from a fire.
- List how to be safe on social media or the Internet.

Grade 4:
- Discuss road signs and why you should follow them.
- List how to reduce safety hazards at home.
- Discuss fire safety and make an escape plan for their home.
- Discuss what first aid is and how to treat someone.
- Research strategies to get yourself out of uncomfortable situations.
- Discuss reasons to wear personal safety devices (e.g., helmet, seatbelt, mouthguard, etc.).

Grade 5:
- Discuss fire safety prevention tips.
- Discuss how to stay safe on the Internet while using it.
- List and discuss the rules of water safety for pools, lakes, and oceans.
- Discuss what CPR is and how it is applied.
- Research how R.I.C.E. (Rest, Ice, Compress, Elevate) can help treat basic injuries.
- Discuss the dangers of social media and how it can affect your health.

Accommodations/Modifications:
- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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- BrainPOP.com
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- Newsela.com

Notes/Comments:
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Unit 8: Health Conditions, Diseases, and Medicines

Unit Summary: Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. Access to care and facilities affects the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases. Medicines prescribed and provided by a health physician can relieve and aid in one's recovery. These concepts will be explored in this unit.

Interdisciplinary Connections:
- 1.5.5.Cn11b (VPA) - Communicate how art is used to inform others about global issues, including climate change. Students can create a poster of chronic disease with information on how to treat and help prevent it.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will collect data on how smoking increases heart disease.

NJSLS Number	NJSLS Content
2.3.5.HCDM.1:	Identify conditions that may keep the human body from working properly and the ways in which the body responds.
2.3.5.HCDM.2:	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
2.3.5.HCDM.3:	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Enduring Understandings:	Essential Questions:
- The use of disease prevention strategies in the home, school, and community promotes personal health. - Medicines come in a variety of forms (i.e. prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. - The early detection and treatment of diseases and health conditions impact one's health. - Healthy strategies can help people live healthier lifestyles. - Personal wellness is dependent on applying health skills and concepts to everyday lifestyle behaviors.	- What are the signs and symptoms of some common diseases? - What is the difference between prescription medicine and over-the-counter medicine? - How can you keep yourself healthy and free of pathogens and diseases? - What are some best practices and preventive strategies you can take to better ensure the health and safety of yourself and those around you? - To what extent can we keep ourselves healthy?

Instructional Outcomes:

- Identify common health conditions and diseases.
- Identify and describe different types of symptoms and changes in the body when ill.
- Describe healthy habits that can help prevent illness and the potential spread of germs.
- Explain the use of medicine is to help aid in recovery and is to only be given by a trained medical physician, parent, or trusted adult.
- Explain why early detection of disease is important.
- Explain different strategies for keeping safe at home, school, and in the community.
- Describe why unsafe behavior in vehicles can affect your health.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- Discuss common diseases and list how to prevent them.
- Discuss and demonstrate how to properly wash your hands.
- Discuss how to safely take medicines.
- List basic first aid procedures for a cut or burn.

- Research how asthma and allergies are alike.

Grade 4:

- Discuss how vaccines work in the body to prevent and reduce illness.
- Discuss where to safely store medicines.
- Discuss how to eat well and rest to bolster the immune system.
- Research how to help a cut or scrape heal.
- List how to stop the spread of communicable diseases.

Grade 5:

- List reasons why it is important to have yearly health check ups.
- Discuss and list chronic diseases.
- Discuss how to prevent overdose by reading medicine labels.
- Research a chronic disease and how to treat and prevent it.
- List how mental health can impact physical health.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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- BrainPOP.com
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- Newsela.com

Notes/Comments:
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 9: Alcohol, Tobacco, and Drugs

Unit Summary: Alcohol, other drugs, and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs are used to refer to all types of legal and illicit drugs. When taken correctly, over-the-counter and prescription medications are used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana, to name a few, that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and community members.

Interdisciplinary Connections:
- W.3.7 (ELA) Conduct short research projects that build knowledge about a topic (e.g., on how alcohol impairs driving).

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Students will create a graph of the most common drugs prescribed and compare which age group uses the most medicines.

NJSLS Number	NJSLS Content
2.3.5.ATD.1:	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
2.3.5.ATD.2:	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
2.3.5.ATD.3:	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Enduring Understandings:	Essential Questions:
- Healthy decisions affect how we feel physically as well as emotionally. - Alcohol, tobacco, and other drugs can have a negative effect on a person physically, emotionally, and socially. - Medicines can help us to feel better if taken appropriately for the illness and person intended.	- How can we recognize dangerous substances? - What are early warning signs someone is abusing drugs? - What is the difference between a prescription drug and an over-the-counter drug? - Why is it important not to take anyone else's medication? - What might you do if a good friend starts using alcohol?

● The liver is the body's primary organ for processing alcohol, so it is affected directly by the alcohol circulating in the bloodstream. ● The sugar in tobacco can lead to tooth decay.	

Instructional Outcomes:

- Identify what medicines are.
- Explain how to use medicines correctly.
- Read a medicine label and the related drug facts.
- Describe what tobacco is and the dangers associated with it.
- Identify what the dangers of alcohol are.
- Identify the signs of drug abuse.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:

- Discuss what medicines are and how they help us feel better.
- Draw how tobacco is commonly used (i.e. cigarettes, cigars, chewing tobacco, e-cigarette).
- Discuss examples of alcohol and how it affects our health.
- Discuss what stimulants and depressants are.
- Discuss how drugs enter the body.

Grade 4:

- Discuss what makes a drug legal and illegal.
- Discuss what secondhand smoke is and its dangers.
- List reasons why not to drink alcohol.
- Create a poster on the dangers of tobacco use.
- List the health effects from withdrawal.

Grade 5:

- Research the signs of drug abuse.
- Research strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug free.

- Create a list of legal and illegal drugs.
- List the negative health impacts alcohol has on the body.
- Research how wellness is affected during the stages of drug dependency and addiction.

Accommodations/Modifications:
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Notes/Comments:
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Unit 10: Dependency, Substances Disorder, and Treatment

Unit Summary: Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are physical and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances, including illegal drugs, medications prescribed or not, escalates. Treatment includes programs and facilities a person can enroll in to seek assistance and to receive help for recovery. There are

many types of treatment facilities. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Interdisciplinary Connections:
- W.3.7 (ELA) Conduct short research projects that build knowledge about a topic (e.g., on how to treat drug dependency and rehabilitation).

Career Readiness, Life Literacies, and Key Skills:
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Technology Integration:

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim. Students will compare data from accidents before and after the legal drinking age went from 18 to 21 in the United States. Students will also display data on how tolerance works with tobacco usage. Tobacco is highly addictive, and more of the drug is needed to have the same effect over time.

NJSLS Number	NJSLS Content
2.3.5.DSDT.1:	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

2.3.5.DSDT.2:	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.5.DSDT.3:	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
2.3.5.DSDT.4:	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
2.3.5.DSDT.5:	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Enduring Understandings:	Essential Questions:
- Individuals who use and abuse drugs are at risk of forming a dependency on those drugs. - If someone is dependent on drugs, he or she loses self-control in abstaining from abusing drugs even when he or she wishes to no longer use them. - Individuals can seek assistance in their community if they struggle with alcohol, tobacco, and drug use. - Understanding why a behavior or activity is unsafe or risky is only the first step toward keeping safe. - The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.	- What are some options for individuals who recognize they have a dependency problem? - Are there signs that tell us if a person is having difficulty controlling their substance abuse? - Where can students go to find help if they struggle with alcohol, tobacco, and drug use? - Why do people abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others? - Why is it so difficult to educate people about risky behaviors?

Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Instructional Outcomes:

- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Identify the type of help available for individuals who abuse alcohol, tobacco, and other drugs.
- Explain what happens at rehabilitation centers.
- Identify a variety of factors that cause substance abuse.
- Distinguish between and among drug use, abuse, and misuse.
- Recognize that effective communication may be a determining factor in the outcome of health and safety-related situations.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 3:
- Discuss what a drug and dependency are.
- Draw a poster for anti drug use.
- Discuss why and how people initially take drugs.
- Relate tobacco use to the incidence of disease.

Grade 4:
- Discuss what withdrawal is.
- Discuss what tolerance is.
- List individuals who can help people who are struggling with drug abuse or misuse.
- Research effective decision making strategies to avoid taking drugs.

Grade 5:
- Research options for people with dependency problems.
- Role play saying no to drugs.
- Research how social media, television, and movies portray drug use.
- Identify signs and evaluate evidence that a person might have an alcohol, tobacco, or drug problem.
- Research what long-term damages can occur from alcohol, tobacco, and drug use.

Accommodations/Modifications:
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Notes/Comments:
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