

Englewood Public School District

Comprehensive Health

Grade 4

Unit: Healthy in Mind and Body

Overview: Staying healthy includes more than just physical wellness. Students will discover how their choices affect their social and emotional well-being, and how that leads to future success in school, at home and in the community. Stress reduction, effective communication and conflict resolution techniques are vital to learn as students navigate an ever-changing world. Additionally, core values of good citizenship, including empathy and acceptance, allow students to support others in their social and emotional growth as well.

Time Frame: One Marking Period

Enduring Understandings:

- Humans take care of their basic needs in different ways.
- There are many factors that impact social and emotional health.
- There are many ways that people can help themselves and others deal with their emotions and stress.
- Communication (verbal, Internet) takes many forms and requires rules and safe practices.

Essential Questions:

- How do humans get their needs met?
- What are the factors that impact social and emotional well-being?
- How can people help themselves deal with emotions and stress?
- How do people help or hurt others emotional well-being?
- How can I stay safe on the Internet?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Topics	Students will compare and contrast how individuals and families (based on their culture) attempt to address basic human needs.(6.1.4.D.13)	Hygiene, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/hygiene/germs.pdf	Formative Assessments: Vocabulary Quiz/Matching Discussions
	Staying Healthy			
	Hygiene		Family Types, Tolerance.org	Demonstration
	Objectives	Students will demonstrate		Benchmark Assessment:

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

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

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

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

Students will identify how staying healthy affects your body.

Students will describe the importance of good hygiene.

Students will use the decision-making process when addressing health-related issues.

Students will differentiate between situations when a health-related decision should be made independently or with the help of others.

good hygiene by choosing a hygiene product and creating a "commercial" for it. It must include how the product helps him/her with good hygiene as well as why good hygiene in this area (tooth-brushing, handwashing, showering, etc.).

Students will brainstorm a list of all the good hygiene practices they should engage in and create a chart to monitor their daily practice (tooth brushing, flossing, brushing hair, taking a shower, etc.)

Students will identify family differences by creating a survey (in small groups), and asking their peers in the other groups to complete the survey. This can be done using Google Forms or paper/pencil. **(6.1.4.D.13)**

Findings will be shared in a class discussion. Focus should be placed on the fact that while there are similarities and differences, all families support each other in the ways they know how. **(6.1.4.D.13)**

<http://www.tolerance.org/lesson/every-family-same-every-family-different>

Family Differences
<http://www.tolerance.org/supplement/talking-about-our-families-elementary-grades-3-5>

Online chart maker
<https://www.canva.com/graphs/>

Suggested Texts

Families, Susan Kulkin

Stress in Kids
<https://newsela.com/read/anxiety-teens/id/2795/>

Common Formative Assessment

Summative Assessment:
Students will compare and contrast the ways that people fulfill their basic needs by choosing pairing with a classmate to interview about a "day in the life" of their family. Questions should include topics such as: family make-up, daily routines/hygiene practices and how family members support one another each other (-Tell me who is in your family. What is your daily routine? Who helps you when you need it? Who do you help? etc.) Final presentation about their peer can be done verbally, as a powerpoint or even a video.

Alternative Assessment:
Self-Reflection
Peer Assessment

Students will read an article about stress in kids. (NJSLs RI 4.2).

Students will determine how relationships among family members, friends, and classmates can affect mental health.

Teacher led discussion explaining mental health and its connection to overall wellness.

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2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

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

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

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

Topics	Objectives	Resources	Assessments
Stress and Coping Strategies	Students will summarize the causes of stress and explain ways to deal with stressful situations.	Students will be shown movie clips from age-appropriate movies and will describe the emotions they viewed. Students will discuss what the cause of the emotion or stress might be. (NJSLs SL4.1)	Formative Assessments: Discussions Role Plays Class T-Chart
Communicating	Students will explain the physical, social emotional, and mental aspects of wellness.	Students will think of a time that they felt stressed and put it on a post-it note. These will be added to a class chart T-chart. (left side).	Summative Assessments: Narrative Writing
	Students will demonstrate effective interpersonal communication when	Students will then brainstorm ways to deal with stress which will be added to the right side of the chart. They will start with ways that they have	Students will work with a small group to create a "Stress Busters" kit. This will include at least 4 different techniques learned, each on their own piece of card stock, explaining what it is (give it a name), how it is used, and when it might be a good time to use it. Students should also include photos

responding to disagreements or conflicts with others.

tried, and then throughout the unit, add the new ways that they learn. (NJSL SL 4.1)

Teacher will introduce brain breaks as ways to "take a break" from hard work or other stressful situations. Students will choose 1 or 2 that they will try during class for this unit.

Students will view videos about mindfulness techniques such as breathing, visualizing, etc. They will discuss situations in which each might be useful. (NJSL SL 4.1)

Students will practice mindfulness techniques and write a reflection about which one feels the most useful for them. They should think about a time that they could have used it to help themselves deal with stress or other emotions. (NJSL W 4.10)

Students will listen to the read aloud of the book The Lorax by Dr. Seuss. They will respond to a prompt about how conflicts can be

Mindfulness Resources, Edutopia
<https://www.edutopia.org/bl-og/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Children's Books about Conflict Resolution:
http://www.lifetrax.org/resources/bibs/child_bib.htm

Conflict Resolution, KidsHealth:
https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf

Suggested Book

The Lorax, by Dr. Seuss

The Lorax Project
<http://www.seussville.com/oraxproject/>

or pictures from the internet on each card to better illustrate the technique.

Alternative Assessment:
Peer Assessment

Observation of Participation

solved between groups of people. (NJSLs RL 4.1)

Students will differentiate between effective ("I" messages) and ineffective communication techniques. They will write a short narrative using dialogue between 2 characters. (NJSLs W 4.3)

Stories will be shared in class and students will choose the character that communicated effectively. (NJSLs SL 4.1)

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2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and

Topics	Objectives		Formative Assessments:
Being a Good Citizen	Students will listen to read aloud of a book about empathy (such as The Sandwich Swap, or Invisible Boy). They will discuss the main point of the story. (NJSLs RL 4.2)	Empathy, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf	Vocabulary Quiz/Matching
Developing a Good Character	After a class discussion, students will trace their feet and write a response on each. On one footprint they will put themselves in the character's shoes, describing how the character felt, and how they could show empathy. (NJSLs RL 4.3)	Bullying, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/problems/emotions/bullying.pdf	Discussions
Bullying		Accepting Students with Disabilities, YouTube https://www.youtube.com/watch?v=b_Lax4zFFoA	Role Plays
	Students will explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Books about Empathy: <ul style="list-style-type: none"> • The Invisible Boy, Trudy Ludwig, • The Sandwich Swap, Raina Al Abdullah 	Footprint responses
	Students will determine		Banner
			Summative Assessment:
			Students will work with peers to create a Bullying Prevention campaign in the school. They will come up with a poster that can be hung in the school halls that highlights the 3 roles of bullying (target, bully, and

demonstrate strategies to prevent and resolve these types of conflicts.

how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Students will distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

On the other footprint, they should describe a time that they needed empathy from another person and how that would have made them feel. **(NJSL W 4.10)**

Students will view a video about accepting students with disabilities. Students will describe how the brother demonstrated acceptance by creating an acrostic poem ACCEPTANCE.

Students will identify the roles in bullying-the target, the bully and the bystander by role-playing each in small groups. Roles must be assigned by the teacher and students should have the opportunity to switch roles after playing their first assigned role. Students will discuss as a whole group what it felt like to be in their role. Teacher will share tips about how to deal with each role. **(NJSL SL 4.1)**

All students will contribute to create a banner to go in the hallway for the school anti-bullying campaign.

- What's Wrong with Timmy, Maria Shriver

Books about Bullying:

- The Juice Box Bully, Maria Dismody
- My Secret Bully, Trudy Ludwig
- Wonder, R.J. Pallcaio

bystander) and how to deal with etc. The posters should include a slogan as well as pictures to emphasize their tips. Research time should be provided in class.

Alternative Assessments:
Observation of Participation

Peer and Self Assessment

"Do's and Don'ts" for "If
You are Being Bullied..."

Key Vocabulary:

Hygiene – Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Communication – The imparting of exchanging of information or news.

Citizen – A legally recognized subject or national of a state or commonwealth, either native or naturalized.

Bullying – Unwanted, aggressive behavior that is a real or perceived power imbalance.

Physical health – Critical for overall well-being and is the most visible of the various dimensions of health, which also include social, intellectual, emotional, spiritual and environmental health.

Mental health – A person’s condition with regard to their psychological and emotional well-being.

Harassment – Aggressive pressure or intimidation.

Gang – An organized group of criminals.

Discrimination – The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Conflict – A serious disagreement or argument, typically a protracted one.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Students can use both English and their native language to label items
- Peers will work together on research

Special Education

- Peer support using technology
- Lower level text will be provided
- Students will receive peer

At-Risk

- Peer support using technology
- Lower level text will be provided
- Teachers may modify

Gifted and Talented

- Students will present findings to other classes
- Students can continue research outside of class
- Students can be support for peers

<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Look for children’s books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<p>support for research</p> <ul style="list-style-type: none"> ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student’s IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

- ELA - NJSLS/ELA:**
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- W.4.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

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

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

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

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.