



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health and Wellness				
Grade Level(s):	Fourth Grade				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.				
Grading Procedures:	3= Consistently, 2= Occasionally, 1= Rarely				
Primary Resources:	<ul style="list-style-type: none"> ● Mindfulschools.org shared resources ● Literature and videos for discussion ● Pebble Go Next ● YouTube videos ● Kidshealth.org 				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: _____ Aug. 2024

Revised: _____

BOE Approval: _____

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions



- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Through the district-wide K-12 character education ideology, **WT CORE 4**, students and staff demonstrate the four traits of respect, responsibility, caring, and citizenship toward themselves and others in both school and community.

Through purposeful and strategic lesson development and classroom routines, students build their executive functions: working memory, cognitive flexibility, inhibition control. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through a student-led school climate improvement program, **No Place for Hate**, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

Unit: Personal Growth and Wellness/Nutrition**Unit Description:**

In this unit the students will be able to identify that puberty is a time of physical, social, and emotional changes. Students will recognize that there are actions that individuals can take to help prevent diseases and stay healthy. Students will know the importance of nutritious food choices and how they promote wellness and are the basis for healthy eating habits.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: 5 Lessons**Desired Results****Standard(s):****Health:**

- 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
- 4.3.5.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
- 2.2.5.N.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
- 2.2.5.N.2 Create a health 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

SEL:**Competencies- Self Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere to overcome barriers through alternative methods to achieve one's goals

Indicators: Students will be able to...

- Examine how the body changes during puberty and how these changes influence personal self-care
- Explain why puberty begins and ends at different times for each individual person.
- 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.
- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- Describe how to prevent the spread of communicable and infectious diseases and conditions
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal by identifying and analyzing nutritional data.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Puberty is a time of physical, social, and emotional changes ● Understand the principles of a balanced nutritional plan assists in making nutrition-related decisions that will contribute to wellness ● There are actions that individuals can take to help prevent diseases and stay healthy 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does wellness impact personal well-being? ● What are the strategies that contribute to wellness and promote personal health? ● What are actions we can take to stay healthy?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Daily Mindfulness Exercises ● Completion of Executive Functioning Activities ● Classroom discussions ● Group projects, activities, and presentations 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Teacher observations ● Team building games/activities ● Participation in outdoor/classroom cooperative games and physical activities ● Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
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Benchmarks:
 Fourth Grade Health Benchmark Google Forms Link:
[Grade 4 Health Benchmark](#)

Learning Plan

Learning Activities:
 Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills..

Health Teacher’s Lessons:

Learning Target: Students will understand the principles of a balanced nutritional plan and how it relates to making nutrition-related decisions that will contribute to personal wellness. (2.2.5.N.1, 2.2.5.N.3)
Activity: Have students watch the first half of the video: <https://www.youtube.com/watch?v=EhfOZMOF9W4>. Segway into a dialog about how different people may have different nutritional needs. For example, kids need different amounts of certain nutrients than adults. Perhaps a person with Diabetes needs a diet lower in sugar, a person with high blood pressure needs a diet lower in sodium, and elderly person may need additional calcium, or a body builder may need extra protein. Break the class into 5 or 6 groups and assign each group a specific nutritional need and have the group formulate a basic meal plan that adapts to the need they were given.

Learning Target: Students will learn to read a nutrition fact label and understand why nutrition fact labels are required on foods. (2.2.5.N.1, 2.2.5.N.2)
Activity: Students will learn how to read and understand food labels. Students will be able to make healthier choices based on nutrition fact labels using Kidshealth.org (Teacher’s Guide 3-5: Personal Health Series, “Food Labels” under Teacher’s Guide, article “Figuring Out Food Labels”) to introduce content <https://kidshealth.org/en/kids/labels.html>. To deepen understanding, as a class, review the “Discussion Questions” (Teacher’s Guide 3-5: Personal Health Series, “Food Labels”). Students will complete the Food Labels activities handout: “A Tale of Two Foods”.

Learning Target: Students will understand there are actions that individuals can take to help prevent diseases and stay healthy. (2.3.5.HCDM.1)

Activity: Using Pebble Go Next (Health; Health Behaviors; Health Factors), students will learn that health factors are things that impact your health and how they help the body work properly. For deeper understanding, use the “Activities” at the bottom of the “Health Factors” page.

Learning Target: Students will understand there are actions that individuals can take to help prevent diseases and stay healthy. (2.3.4.HCDM.2)

Activity: Use kidshealth.org <https://kidshealth.org/en/kids/center/flu-center.html> to introduce the topic. Show the video “How Does the Immune System Work?”. To deepen understanding, students will create a Healthy Habits Poster. Divide students into pairs or small groups. Provide each group with a large sheet of paper and art supplies. Ask each group to create a poster illustrating healthy habits that prevent the spread of the flu (e.g., washing hands, getting vaccinated, covering coughs and sneezes). Allow groups to present their posters to the class.

Learning Target: Students will understand what body odor is. (2.1.5.PGD.2)

Activity: All students view the video: [▶ What Causes Body Odor? | The Dr. Binocs Show | Best Learning ...](#) After the video, have students answer discussion questions about “Body Odor” on the worksheet found in Schoology Grade 4 Resources in the 2024 Health Resources. Health teachers can decide whether to have students work on the worksheet with a partner, or use questions for group discussion. This can be a whole class, small group, or partner discussions.

School Nurse’s Lesson:

Learning Target: Students will understand that puberty is a time of physical and emotional changes. (2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.5)

Activity: Only the girls view the videos. After watching the videos, discuss as whole class, small group, or partner discussions. ** This video and discussion will be addressed with only the girls through the school nurse in the fourth marking period*

Puberty in Girls: Boobs and More (3 minutes)

<https://www.youtube.com/watch?v=umpBnlxOqy8>

Period Symptoms and Self Care (3 minutes)

<https://www.youtube.com/watch?v=q-6MgBDqK9E>

<https://www.girlshealth.gov/body/puberty/index.html> - supporting information to assist with discussion

Resources:

- Reflection Journal
- Pebble Go Next
- Kidshealth.org
- YouTube Videos
- Body Odor worksheet in Schoology
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none">● Participate in inquiry and project-based learning unit to identify two different health programs and compare and contrast their impacts on preventing diseases and health conditions● Create healthy plates for a day (breakfast, lunch, dinner)
Struggling Learners	<ul style="list-style-type: none">● Assign content that students can relate to (i.e., school-based programs and/or community-based health programs)

	<ul style="list-style-type: none"> ● Read online materials orally
English Language Learners	<ul style="list-style-type: none"> ● Use pictures of food to help sorting into food groups ● Pair visual prompts with verbal presentations ● Frontload and immerse students in literacy and language experiences related to content. <ul style="list-style-type: none"> ○ Introduce vocabulary
Special Needs Learners	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plans ● Allow text to speech or materials to be read orally when reading online articles ● Content from online articles can be imported into a Google Doc, where students can use the Immersive Reader feature ● Repeat and rephrase directions, as needed ● Allow students to record their oral presentations on a website such as Flipgrid, instead of having them present orally
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

(List standards – NJSL – write out the full standard – explain how it connects)

ELA

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.

* This standard is met through the discussion of and completion of the video, and online games. Students will use the information presented about the key food groups of a healthy plate to explain how much of each is needed in a healthy meal.

Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

*Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Integration of 21st Century Skills

Indicators:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit: Alcohol, Tobacco, and other Drugs**Unit Description:**

In this unit the students will be able to describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. Students will describe why a trusted adult should administer medicines. They will demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused and determine what substances should never be inhaled and explain why. Students will understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 2 Lessons

Desired Results

Standard(s):**Health:**

- 2.3.5.DST.1 Differentiated between drug use, misuse, abuse, and prescription and illicit drugs
- 2.3.5.DST.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug problem
- 2.3.5.DST.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis productions, opioids, and other substances that can negatively impact health

SEL:**Competencies- Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impacts of decisions

Indicators: *Students will be able to...*

- Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.
- Identify the possible side effects that medicines may cause even when used appropriately.
- Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.
- Describe situations or environments where secondhand smoke could impact the health of nonsmokers.
- Differentiate between drug use, misuse, and abuse. Determine factors (prescription use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences.

Understandings:

Students will understand that...

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health
- Many health-related situations require the application of a thoughtful decision-making process.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for

Essential Questions:

- Why is thoughtful decision-making required for health-related situations?
- Why should medicine be taken as directed?
- Are there safe ways to use drugs?
- What are the causes of substance abuse?
- What is the impact of second-hand smoke?

<p>numerous reasons, and should be taken as directed in order to be safe and effective.</p> <ul style="list-style-type: none"> ● Use of drugs in unsafe ways is dangerous and harmful. ● Substance abuse is caused by a variety of factors. 	
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Daily Mindfulness Exercises ● Completion of Executive Functioning Activities ● Classroom discussions ● Group projects ● Group activities ● Presentations 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Teacher observations ● Team building games/activities ● Participation in outdoor/classroom cooperative games and physical activities ● Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
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Benchmarks:
 Fourth Grade Health Benchmark Google Forms Link:
[Fourth Grade Health Benchmark](#)

Learning Plan

Learning Activities:
 Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher’s Lessons:

Learning Target: Students will differentiate between drug use, misuse, abuse, and prescription and illicit drugs and alcohol. (2.3.5.DST.1)
Activity: View and discuss the video on Youtube: <https://www.youtube.com/watch?v=Uq8-PSEcgNE> . Students will learn about both prescription and illicit drugs. Students will learn about the benefits of some medicines and the negative effects of drug, tobacco, and alcohol misuse. After the discussion, students will complete the worksheet “Drugs, Alcohol, and Tobacco: Show What You Know” in Schoology, under the Groups tab, Fourth Grade Resources, Resources tab on the left, Health/SEL/Movement folder, 2024 Health Resources folder.

Learning Target: Students will explain what cigarettes are made of and what happens when someone smokes. (2.3.5.DSDT.2, 2.3.5.DSDT.3)
Activity: View the video on Youtube called Let’s Talk About Tobacco: <https://www.youtube.com/watch?v=2QDiIWclhhs> to learn about cigarettes and their negative effects on the body. After the video, discuss what cigarettes are made of and the negative effects tobacco and nicotine can have on the body. Then use Kidshealth.org: (Teacher’s Guide 3-5: Health Problems, Alcohol, Tobacco, and other Drugs - Click on Smoking, use the activity “No Smoking T-shirt”) for deeper understanding, students will design a “No Smoking T-shirt”. Students can work individually or with a group. Students can discuss their t-shirts with class.

Red Ribbon week activities will address the following standards:
 2.3.5.DST.1 Differentiated between drug use, misuse, abuse, and prescription and illicit drugs

2.3.5.DST.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug problem
 2.3.5.DST.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis productions, opioids, and other substances that can negatively impact health

Resources:

- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Reflection Journal
- Daily Mindfulness Exercises
- Kidshealth.org
- “Drugs, Alcohol, and Tobacco: Show What You Know” worksheet in Schoology
- YouTube Videos

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> ● Provide appropriate challenges for wide ranging skills and development areas. ● Participate in inquiry and project-based learning units of study ● Assigning roles within partnerships ● Differentiated supports: content, process, product, environment ● Have students create summative presentation comparing and contrasting short term vs long term drug abuse side effects ● Introduce advanced vocabulary (dose, side effects, prescription, prescription medicines, over-the-counter medicines, addiction, expiration date, caffeine, inhalants, illegal drugs, drug user, marijuana, drug dependents, nicotine, environmental tobacco smoke, alcohol, blood alcohol level)
Struggling Learners	<ul style="list-style-type: none"> ● Provide instructional adaptations and interventions in the general education classroom. ● Modify classroom environment to support student needs. ● Differentiated instruction
English Language Learners	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Frontload and immerse students in literacy and language experiences related to content. ● Introduce vocabulary (substance, abuse, misuse, cigarette, tobacco, medicine, etc.) ● Provide students with visual models, sentence stems, concrete objects, and hands-on materials.
Special Needs Learners	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plans ● Allow text to speech or materials to be read orally when reading online articles ● Content from online articles can be imported into a Google Doc where students can use the Immersive Reader feature ● Repeat and rephrase directions, as needed
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

NJSLS Mathematics:

4.OA.A.3: Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

*Advanced learners will use multiplication skills to determine the cost of cigarette smoking

Integration of 21st Century Skills

Indicators:

(List standards – NJSLS – write out the full standard – explain how it connects)

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

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

Unit: Family Life**Unit Description:**

In this unit the students will be able to understand that all living things may have the capacity to reproduce. Students will recognize that families shape the way we think about our bodies, our health and our behaviors.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 1 Lesson**Desired Results****Standard(s):****Health:**

- 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
- 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur and home, in school, and/or in the community and where to go for assistance
- 2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people
- 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 a variety of 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

SEL: Competencies – Self Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Competencies – Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Indicators: *Students will be able to...*

- Understand self-management skills impact and individual's ability to recognize, cope, and express emotions about difficult events
- Understand resiliency and coping practices influenced and individual's ability to respond positively to everyday challenges and difficult situations
- Understand that all individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation
- Identify that family members impact the development of their children physically, socially, and emotionally
- Understand that people in healthy relationships share thoughts and feelings, as well as mutual respect

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The family unit encompasses the diversity of family forms in contemporary society. • There are people to help deal with difficult situations that can occur and home, in school, and/or in the community and where to go for assistance 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you use communication skills to show cooperation and respect for family members? • What are the different roles that people have in families and how do these roles help meet the needs of family members?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Daily Mindfulness Exercises • Completion of Executive Functioning Activities • Classroom discussions • Group projects • Activities • Presentations 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Team building games/activities • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
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Learning Plan

Learning Activities:
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Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher’s Lesson:

Learning Target: Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members. (2.1.5.SSH.4, 2.1.5.SSH.5)

Activity: To introduce the topic, show the video of the read aloud, *The Great Big Book of Families*, by Mary Hoffman, found in this You Tube video, @
 📺 The Great Big Book Of Families by Mary Hoffman | READ ALOUD Pause occasionally to discuss different family structures and how they might influence children. To deepen understanding, as a class, brainstorm ways families influence children's development, categorizing them into: Physical (e.g., food choices, exercise habits); Social (e.g., communication styles, cultural practices); Emotional (e.g., support systems, expressing feelings). Have students create a personal "Family Influence" (Template is located in the 4th Grade Health page in Schoology in the 2024 Health Resources Folder. Draw or write about their family in the center. Around it, illustrate or describe at least one way their family influences them: Physically (e.g., favorite family meal or activity); Socially (e.g., family tradition or outing); Emotionally (e.g., how family members show support)

Standard 2.1.5.EH.1, 2.1.5.EH.2, and 2.1.5.SSH.6 Lessons are addressed by school counselor in the January Guidance lessons. Students will learn skills to recognize and manage their own strong emotions and develop strategies to help regulate reactions in order to avoid negative consequences.

Standard 2.1.5.EH.3 and 2.1.5.EH.4, and 2.1.5.SSH.7 Lessons will be taught by school counselor in October, November and December Guidance lessons. Students will develop their ability to have empathy and understanding others’ feelings, opinions and point of view, expressing compassion for others. They will identify

the thoughts, feelings and perspectives of others and recognize how showing compassion for others impacts relationships with peers and adults. Students will develop coping and advocacy skills.

Standard 2.1.5.SSH.3 Lessons will be taught by school counselor in February and March Guidance lessons. Students will gain an understanding of diversity based on differences (e.g., race, ability, gender, etc.), increase understanding of presence and impact of social justice actions, know benefits of upstander and bystander behaviors when faced with prejudicial situations.

Resources:

- Reflection Journal
- YouTube Video
- “Family Influence” template in Schoology
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> ● Provide appropriate challenges for wide ranging skills and development areas. ● Participate in inquiry and project-based learning units of study ● Assigning roles within partnerships ● Differentiated supports: content, process, product, environment
Struggling Learners	<ul style="list-style-type: none"> ● Provide instructional adaptations and interventions in the general education classroom. ● Modify classroom environment to support student needs. ● Differentiated instruction ● Give students writing graphic organizer to help write family story
English Language Learners	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Frontload and immerse students in literacy and language experiences related to content. ● Introduce vocabulary (traits, environment, generations, traditions, etc.) ● Provide students with visual models, sentence stems, concrete objects, and hands-on materials. ● Draw family story
Special Needs Learners	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plans ● Allow text to speech or materials to be read orally when reading online articles ● Content from online articles can be imported into a Google Doc where students can use the Immersive Reader feature ● Repeat and rephrase directions, as needed ● Utilize graphic organizers and technology to plan and type family story
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 2. Create positive and supportive relationships with other students

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & environment

English Language Arts-

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

*Students will read “A Great Big Book of Families” to make meaningful connections to their own family.

Science-

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

*Students will be studying the process of fertilization and how health of birth mother and environment relate to a healthy fetus.

Integration of 21st Century Skills

Indicators:

(List standards – NJSL – write out the full standard – explain how it connects)

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

In this unit, students will work in pairs to discuss their diverse family dynamics, and create, write, and draw stories that tells a story about a family, including Characters (Family Members), Setting, Plot, and Conflict & Resolution (including how these affected others in the story).

Unit: Community Health Skills

Unit Description:

In this unit the students will be able to identify the many factors that influence how we think about ourselves and others. Students will recognize there are different ways that individuals handle stress, and some are healthier than others. Students will understand that people have relationships with others in the local community and beyond and that conflicts between people occur, and there are effective ways to resolve them. Students will recognize that potential hazards exist in personal space, in the school, in the community, and globally. Students will understand that anytime they feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: 6 Lessons

Desired Results

Standard(s):

Health:

- 2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community
- 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
- 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
- 2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.6 Identify strategies a personal 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
- 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, balance nutrition, ergonomics, regular physical activity)

SEL: Competencies- *Relationship Skills*

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in construction ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Indicators:

- To identify community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
- To understand that safety includes being aware of the environment and understanding how certain situations could lead to injury or illness
- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- There are strategies that individuals can use to communicate safely in an online environment
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations

Understandings:

Students will understand that...

- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others
- Applying first-aid procedures can minimize injury and save lives.
- Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.

Essential Questions:

- Why is a clean community environment important to your health?
- How can we use natural resources without our communities and why is conserving them important to people's health?
- Why is identifying ways to communicate yourself, in order to feel confident and safe in your community, important?
- What steps can you take to get help or give first aid when someone gets injured?
- What safety precautions and measures can you take to prevent injuries while playing sports and being outdoors in different weather conditions?

Assessment Evidence**Performance Tasks:**

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- Classroom discussions
- Group projects
- Group activities
- Presentations

Other Evidence:

- Teacher observations
- First Aid Procedures Activity
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)

Benchmarks:

Fourth Grade Health Benchmark Google Forms Link:

[Fourth Grade Health Benchmark](#)

Learning Plan**Learning Activities:**

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher's Lessons:

Learning Target: Students will demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. (2.1.5.PGD.1, 2.3.5.PS.1)

Activity: Using Pebble Go Next (Social Studies; Culture; Community and Self; Learning About Yourself; Making Decisions), students will learn what a decision is, why it can be hard to make a decision, and strategies to help students make good decisions for their health and overall well-being. To deepen understanding, use the "Activities" at the bottom of the page called "Making Decisions: Critical Thinking".

Learning Target: Students will be able to identify global issues including climate change that are causing health problems in our community. (2.1.5.CHSS.2)

Activity: Using Pebble Go Next (Social Studies; Culture; Global Issues; Environment), students will learn about global issues (ie. water pollution, air pollution, greenhouse gasses), how they can cause health issues, and what we can do to help the environment. To deepen understanding, use the "Activities" at the bottom of the page called "Global Issues Activity" to make a Google Slide or Canva demonstrating a global issue and how students plan to help.

Learning Target: Students will demonstrate that safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. (2.3.5.PS.1; 2.3.5.PS.2)

Activity: Use the Google Slides

<https://docs.google.com/presentation/d/112P3FQzDgb11-fKO7o1C-wWx0Zz72MN5n7UplaQ2nU8/edit?usp=sharing> to introduce and discuss the topic with students. To deepen understanding have students brainstorm other situations that are emergencies and what actions the students should take.

Learning Target: Students will display the ability to describe when and how to seek the proper help when oneself or others are experiencing a health emergency. (2.3.5.PS.2)

Activity: Using the Google Slides

<https://docs.google.com/presentation/d/1InM9ldVV76L1f0QTKpMTRYILGAXsKTtMrBTgO1TZksM/edit?usp=sharing> introduce the topic to students. While viewing the slides, discuss when and how to seek proper help when oneself or others are experiencing a health emergency. To deepen understanding, brainstorm scenarios of health emergencies and how to seek help for the health emergencies.

Learning Target: Students will display the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. (2.3.5.PS.2)

Activity: Using the video @  First Aid for Kids introduce the topic to students. As the students are viewing the video, stop and discuss. To deepen understanding, students will complete the "Emergency Action Plan" Activity. Divide class into small groups, give each group an emergency scenario, groups create a step-by-step action plan for their scenario, share and discuss plans as a class.

Learning Target: Students will display the ability to identify what causes stress and describe strategies to deal with stressful situations. (2.1.5.PDG.1; 2.1.5.CHSS.3)

Activity: Using Pebble Go Next (Health; Health Behaviors; Personal Care; Stress) students will be introduced to the topic of stress, learning what stress is, what causes stress, the health effects of stress, and how to manage stress. For deeper understanding, use the "Activities" at the bottom of the topic "Stress".

WTFD Safety Awareness Assembly will address the following standards:

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).

2.3.5.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.).

Standard 2.1.5.CHSS.1 Lessons are addressed by school counselor in the September Guidance lessons. Students will understand the school counselor is a source of support for social emotional needs.

Resources:

- Reflection Journal
- Pebble Go Next
- Google Slides
- YouTube Video
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> ● Provide appropriate challenges for wide ranging skills and development areas. ● Participate in inquiry and project-based learning units of study ● Assigning roles within partnerships ● Differentiated supports: content, process, product, environment ● Have students research specific issue and compare and contrast how that issue affects our community vs global issues
Struggling Learners	<ul style="list-style-type: none"> ● Provide instructional adaptations and interventions in the general education classroom. ● Modify classroom environment to support student needs. ● Differentiated instruction ● Give handout of Development of Google Slides to students and work in small groups
English Language Learners	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Frontload and immerse students in literacy and language experiences related to content. ● Introduce vocabulary (emergency, first aid, wound, injury prevention, safety measures, hazards, safety gear, lightning, air bag, lifeguard, bully, conflict, conflict-resolution, negotiate, compromise, compassion bystander, weapon, environment, polluted, recreation, graffiti, emergency medical technicians, dispatchers, natural resources, pollution, conservation, etc.). ● Provide students with visual models, sentence stems, concrete objects, and hands-on materials. ● Students may draw what stresses them and strategies on how to deal with their stresses.
Special Needs Learners	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plans ● Allow text to speech or materials to be read orally when reading online articles

	<ul style="list-style-type: none"> ● Content from online articles can be imported into Google Docs, where students can use the Immersive Reader feature ● Repeat and rephrase directions, as needed ● Give handout of possible scenarios to students and work in small groups when working on their role-playing project ● Review list of healthy versus unhealthy ways to handle situations in small group
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Health Standards Taught in other Curricula

Indicators:

2.3.5.PS.4 – Develop strategies to safely communicate through digital media with respect

Taught in Media Studies

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 4. Apply self-motivation and self-direction to learning

B-SS 1. Use effective oral and written communication skills and listening skills

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Students will collaborate and present with their peers on many occasions within this unit, such as: Safety and Health Emergencies, and global issues causing health issues projects.

Integration of 21st Century Skills

Indicators:

(List standards – NJSLs – write out the full standard – explain how it connects)

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

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

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

Students will consider community issues and personal character traits that promote wellness and their importance in the local and world community. They will also work in groups to research an issue that our community faces and consider how to solve them.

Appendix A Supplemental Lessons

Supplemental Lessons: Supplemental materials are listed below for use during additional lesson times if needed. Activities are listed in the choice board link and sample resources are listed below.

4th Grade Choice Board

Fourth Grade: Citizenship

"What Does It Mean to Be a Good Citizen?" by Rana DiOrio and Elad Yoran

"We the Kids: The Preamble to the Constitution of the United States" by David Catrow

"I Dissent: Ruth Bader Ginsburg Makes Her Mark" by Debbie Levy

"The Kid's Guide to Service Projects" by Barbara A. Lewis

"Grace for President" by Kelly DiPucchio

"One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia" by Miranda Paul

"The Water Princess" by Susan Verde and Georgie Badiel

"Harvesting Hope: The Story of Cesar Chavez" by Kathleen Krull

"A Is for Activist" by Innosanto Nagara

"The Youngest Marcher: The Story of Audrey Faye Hendricks" by Cynthia Levinson

"Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation" by Duncan Tonatiuh

"Malala's Magic Pencil" by Malala Yousafzai

"The Librarian of Basra: A True Story from Iraq" by Jeanette Winter

"Passage to Freedom: The Sugihara Story" by Ken Mochizuki

"If Everybody Did" by Jo Ann Stover