

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake
Office of Curriculum and Instruction

4th Grade Health Curriculum

Unit 1 Wellness	Unit 2 Alcohol, Tobacco, and Other Drugs	Unit 3 Family Life
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Born on Date: August 2022

4th Grade - Unit 1 ([Back to Top](#))

Unit Title: Wellness Grade Level: 4 Pacing: 5-7 Weeks	
Stage 1 - Desired Results	
NJSLs Content Area (Comprehensive Health and Physical Education)	
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g depression, anxiety, stress, phobias)
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anxiety or stress
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories and cost.
Physical Wellness Connections	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
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 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.
<u>Interdisciplinary Connections</u>	
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.
W.4.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.

Career Ready Practices

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

Work productively in teams while using cultural global competence.

Social and Emotional Learning Competencies

Social Awareness

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

What are the learning priorities?

Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none">How do feelings and thoughts lead to healthy and unhealthy behaviors and what is the overall impact on mental health in each dimension of health?	<ul style="list-style-type: none">That mental health can impact one's wellness (impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors)Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none">I can demonstrate coping strategies to use in situations where I feel anxious or stressed.Identify personal stressors at home, in school, and with friends.Identify possible causes and effects of long-term stress.
<ul style="list-style-type: none">Who can assist when help is needed?	<ul style="list-style-type: none">Identifying trusted adults at home, in school and the community is an important skill to maintain personal health.	<ul style="list-style-type: none">I can explain the importance of talking with parents and other trusted adults about feelings.

<ul style="list-style-type: none"> • Why is nutrition important in my daily life? 	<ul style="list-style-type: none"> • The importance of planning a personal nutrition health goal that addresses personal strength, needs and culture. 	<ul style="list-style-type: none"> • I can use nutritional content to create a healthy meal.
<ul style="list-style-type: none"> • How does climate change affect health problems? 	<ul style="list-style-type: none"> • All stakeholders can work together to address health problems affected by climate change. 	<ul style="list-style-type: none"> • I can brainstorm how to help address health problems affected by climate change.

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
<p>Assessment:</p> <ul style="list-style-type: none"> • Formative Assessment <ul style="list-style-type: none"> ○ Coping skills modeling ○ MyPlate Assignment • Summative Assessment <ul style="list-style-type: none"> ○ Climate Change task
<p>Student Self-Assessment: How will students reflect upon or self-assess their learning?</p>
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> Formative and summative data will be used to monitor student success at first signs of failure student</p>

work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.	Students will review how stress can feel both good and bad. They reflect individually on personal stressors at home, school and with friends. They learn how mental health can impact personal wellness and develop strategies for coping with anxiety or stress.
2.3.5.HCDM.3 Examine how mental health can impact one’s wellness (e.g depression, anxiety, stress, phobias)	
2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feeling sadness, anxiety or stress	
2.1.5.SSH.5 Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.	Students will understand troublesome feelings as signals for needing help. They will read a story about a fourth grader who is experiencing sadness and anger over a family situation and discuss what signs indicate the need for help. Students will brainstorm the people in their lives who they feel comfortable talking with. They will work in groups to complete an activity sheet in which they suggest ways to deal with feelings and decide who would be a good person to ask for support from.
2.2.5.N.2 Create a healthy meal based on nutritional content, value, calories, and cost.	In this lesson, students will review the food groups that makeup “MyPlate”. They will focus on how different foods help the body and how much to eat from each food group each day using the “MyPlate” model. Students will use the “MyPlate” model to reflect on how to

	create a healthy meal based on nutritional value and cost.
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.	Students will explore how global issues, including climate change, affect health and wellness. They will work collaboratively in small groups to create a plan to address these issues.
<p>Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● Kidshealth.org ● Brainpop ● Myplate.gov ● CDC.gov ● https://www.cdc.gov/climateandhealth/effects/northeast.htm ● https://www.nj.gov/education/standards/climate/ ● The Smart Cookie by Jory John and Pete Oswald ● Kindness Counts by Bryan Smith ● A Bad Case of Stripes by David Shannon ● Spaghetti in a Hot Dog Bun by Maria Dismondy ● What Does It Mean To Be Kind? By Rana DiOrio ● Nathan’s Autism Spectrum Superpowers by Lori Leigh Yarborough, PT ● The Cool Bean by Jory John and Pete Oswald ● The Good Egg by Jory John and Pete Oswald ● The Great Eggscape! By Jory John and Pete Oswald ● The Couch Potato by Jory John and Pete Oswald ● Potato Pants by Laurie Keller ● You Are Enough (positive attributes) by Sofia Sanchez 	

4th Grade: Unit 2 - Alcohol, Tobacco and Other Drugs [\(Back to Top\)](#)

Unit Title: Alcohol, Tobacco, and Other Drugs Grade Level: 4th Pacing: 5-7 weeks	
Stage 1 - Desired Results	
NJSLs Content Area (Comprehensive Health and Physical Education)	
2.3.5.ATD.1	Identify products that contain alcohol, tobacco and drugs that 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.DSDT.1	Differentiate between drug use, misuse, abuse and prescription and illicit drugs.
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.
Physical Wellness Connections	
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Interdisciplinary Connections	
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.
W.4.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the

	topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.
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What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> • How do alcohol, tobacco and other drugs impact personal health? 	<ul style="list-style-type: none"> • Alcohol, tobacco and other drugs impact personal health. • Certain products contain different drugs (alcohol/tobacco). • Using alcohol, tobacco and other drugs may have unhealthy effects on personal health. 	<ul style="list-style-type: none"> • I can identify unhealthy effects of using alcohol, tobacco or other drugs.
<ul style="list-style-type: none"> • How can drug use, misuse and abuse take place? 	<ul style="list-style-type: none"> • Drugs (including alcohol, tobacco, medicines, and other drugs) can be used, misused or abused. • Drugs can be legal, prescription-based, or illicit. 	<ul style="list-style-type: none"> • I can define drug use, misuse, and abuse. • I can describe the difference between prescription and illicit drugs.
<ul style="list-style-type: none"> • What skills are necessary to say “no” to alcohol, tobacco and other drugs? 	<ul style="list-style-type: none"> • Refusal skills help develop language to say “no” in a variety of situations. 	<ul style="list-style-type: none"> • I can demonstrate refusal skills to say “no”.

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- Refusal skill demonstration

Student Self-Assessment:

- Self reflection on skills rubric

Modifications and Accommodations:

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. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - 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.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan

NJSLs	Sample Lesson Description
<p>2.3.5.ATD.1 Identify products that contain alcohol, tobacco and drugs that explain potential unhealthy effects (e.g. substance disorder, cancer)</p> <p>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</p>	<p>In this lesson, students learn facts about tobacco and alcohol and consider reasons to be tobacco and alcohol-free. They research ways tobacco and alcohol hurt the body and other negative consequences of use. Then they work in teams to brainstorm a top 10 list of reasons to stay away from tobacco and alcohol use, including the benefits of being tobacco and alcohol-free, ways these drugs can hurt the body and ways drug use can hurt social relationships and others around them. They discuss and synthesize their team lists into a classroom list that they can share with others.</p>
<p>2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse and prescription and illicit drugs.</p>	<p>In this lesson, students learn important facts about tobacco and alcohol. After brainstorming what they already know about these two drugs, students read an article and compare key facts to what they think they know. They will be able to differentiate between drug use and abuse as well as prescription and illicit drugs.</p>
<p>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.</p>	<p>This lesson provides practice in refusal skills. Students practice defending their choice to be tobacco and alcohol-free and saying NO. Students will work together to create and demonstrate refusal skills for different pressure situations, using an activity sheet to help them observe and give feedback on the use of refusal skills.</p>

4th Grade: Unit 3 - Family Life ([Back to Top](#))

Unit Title: Family Life	
Grade Level: 4	
Pacing: 3 - 5 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area (Comprehensive Health and Physical Education)</u>	
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, socio-economic status, differing ability, immigration status, family configuration)
2.1.5.SSH.7	Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
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.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
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, socio-economic status, differing ability, immigration status, family configuration)
2.1.5.SSH.7	Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
Physical Wellness Connections	
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
<u>Interdisciplinary Connections</u>	
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.
W.4.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	

Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> Why is it important to show all people respect? 	<ul style="list-style-type: none"> All people deserve to be respected regardless of differences. 	<ul style="list-style-type: none"> I can explain why it is important to respect others regardless of their differences.
<ul style="list-style-type: none"> What types of communication are harmful? 	<ul style="list-style-type: none"> Teasing, harassment and bullying are inappropriate behaviors and are harmful to others. Communicating through digital media requires respect. 	<ul style="list-style-type: none"> Describe the difference between bullying and teasing. Describe what to do if they or someone else were being bullied. Identify elements of respectful communication. Demonstrate effective verbal and nonverbal communication skills.

<ul style="list-style-type: none"> • Who can provide assistance if needed? 	<ul style="list-style-type: none"> • As students enter into different stages of their lives, it is important to identify trusted adults that can provide reliable information and support. 	<ul style="list-style-type: none"> • Identify trusted adults to talk to about the changes that occur during puberty. • Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty
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Stage 2 - Evidence of Student Learning Assessment Design	
What have you learned?	
Assessment: <ul style="list-style-type: none"> • Teacher Observation • Communication practice 	
Student Self-Assessment: How will students reflect upon or self-assess their learning?	
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> 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.</p> <p><u>Gifted and Talented Students:</u> Students excelling in mastery of standards will be challenged with complex, high level challenges related to</p>	

reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>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, socio-economic status, differing ability, immigration status, family configuration)</p> <ul style="list-style-type: none"> ● Bold indicates examples; these examples are not explicitly taught in this lesson, but students may share them if they choose to (see lesson description) 	<p>In this lesson, students will identify different ways that they can treat others with dignity and respect as an individual as well as in group settings. They will discuss that individual differences make us special, and unique. They will also create a poster that highlights portions of the student's life that they are proud of. The prompt provided to students is:</p> <p><i>Using the piece of paper on your desk draw pictures or symbols about something in your family or yourselves that you are proud of!</i></p> <ul style="list-style-type: none"> ○ <i>Ideas may include</i> <ul style="list-style-type: none"> ■ <i>Celebrations that make you special and unique</i> ■ <i>Family or cultural traditions</i> ■ <i>Anything about yourself that you are proud of!</i>
<p>2.1.5.SSH.7 Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect.</p>	<p>In this lesson, students will define teasing and bullying. They will identify behaviors that would be considered bullying or harmful to others with an emphasis on cyberbullying. Students will practice using assertive, I-statements when communicating.</p>
<p>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.</p>	<p>In this lesson, students will continue to practice strategies to be respectful communicators. They will practice asking for help in scenarios that are commonly experienced by fourth-grade children. While the changes associated with puberty are not directly taught in</p>

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

this lesson, the prompt relating to asking trusted adult questions about puberty that students will be given is, “What kind of person would you want to help you with personal questions about growing up and changing?” This lesson will be taught to boys and girls separately during the 4th-grade puberty lesson related to hygiene. **An emphasis will be placed on safely communicating through digital media.**

Unit Resources

- HealthSmart
- Kidshealth.org
- BrainPop / BrainPop Jr.
- Marisol McDonald Doesn't Match
- The Skin You Live In
- Why Am I Me

Professional Learning Resources

(Include professional texts, articles, books, TED Talks, podcasts, etc. that illustrate the curriculum design and development.)

- SHAPE/SHAPE NJ
- *Lesson Planning for Skills-Based Health Education* by Sarah Benes and Holly Alperin