



Department of Health and Physical Education

# Health Curriculum Grade 4

**September 2022**

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**Effective Date:** September 2022

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

## **Grade 4**

### **Scope and Sequence**

	<b>Competent Kids Caring Communities (CKCC)</b>	<b>Health Unit</b>
September	<b>Unit 1: Tools for a Good School Year</b> Lesson 1: Organizing Our Belongings Lesson 2: Organizing Our Time Lesson 3: On Your Mark, Get Set, Set Goals! Lesson 4: Getting Information IN: Study Strategies	
October	Lesson 5: Solving Problems: The ABCDE Plan <b>Unit 2: Building a Community of Mindful Learners</b> Lesson 6: My Learning Style and Me Lesson 7: There Are Many Ways to Be Smart: I am Unique Lesson 8: Paying Attention to Attention	<b>Unit 1- Life Skills</b> Lesson 1: Self-Image Lesson 2: Effective Communication Lesson 3: Making Good Decisions Lesson 4: Goal Setting
November	Lesson 9: Toucan-Do-It: Teamwork Lesson 10: Kindness Counts	*Can start Unit 3, Lesson 1
December	<b>Unit 3: Strengthening Self-Efficiency</b> Lesson 11: About Our Feelings Lesson 12: Our Thoughts Affect Our Feelings Lesson 13: The Can'tasaurus	<b>Unit 3: Nutrition</b> Lesson 1: Influence on Eating Habits Lesson 2: All About Fiber Lesson 3: Fast Food Lesson 4: Eating & Physical Activity
January	Lesson 14: Helper and Robber Thoughts Lesson 15: Meet the Zapper <b>Unit 4: Anger and Conflict Management</b> Lesson 16: Rewinds Lesson 17: Anger: My Fuse	*Can use both January and February for Unit 2 <b>Unit 2: Conflict Resolution</b> Lesson 1: My Support System Lesson 2: Avoiding Misunderstandings
February	Lesson 18: Responding to Anger in Safe Ways Lesson 19: Resolving Conflict: STAR Power <b>Unit 5: Bullying, Teasing, and Shaming</b> Lesson 20: Bullying Lesson 21: Teasing: Bullying with Words	Lesson 3: Escalating Conflict Lesson 4: Cyber Bullying
March	Lesson 22: Our Class Is a No-Shame Zone <b>Unit 6: Stress and You</b> Lesson 23: Stressing Stress: What is it? Lesson 24: Stress and You: Our Bodies Respond Lesson 25: Stress: How Do I Measure Up?	<b>Unit 6: Fitness</b> Lesson 1: Physical Activity is Fun Lesson 2: Aerobic Activity Lesson 3: Balance Lesson 4: Reducing Stress
April	Lesson 26: Relax <b>Unit 7: Responsible Decision-Making</b> Lesson 27: Choosing Wisely Lesson 28: Predicting Outcomes and Consequences Lesson 29: Identifying a Sequence Behavior	<b>Unit 4: Substance Abuse Prevention</b> Lesson 1: Recognizing Drugs Lesson 2: Refusal Skills Lesson 3: Influences on Decisions Lesson 4: Understanding Media Messages
May	Lesson 30: Getting Stuck: Vicious Cycles Lesson 31: Good Result Cycles <b>Unit 8: Reviewing and Celebrating</b> Lesson 32: Reviewing and Remembering	* Can use both May and June for this unit <b>Unit 5: Safety</b> Lesson 1: Internet Safety Lesson 2: Water Safety Lesson 3: Safety at Home Lesson 4: Fire Escape Plan
June	Lesson 33: Hobbies Lesson 34: Multicultural Show and Tell	

## September

### Grade 4: CKCC Unit 1 - Lessons 1-4

## Tools for a Good School Year

### Summary and Rationale

In this unit, students will learn some of life's important lessons, such as paying attention, organizing and studying, acting with kindness, behaving ethically and responsibly, understanding and expressing feelings, appreciating uniqueness and diversity, solving problems, resolving conflict, managing stress, and making decisions. Classrooms will gain a sense of community in school with useful strategies to build and maintain a competent, caring, and connected classroom.

### Recommended Pacing

5 Weeks

### Standards

#### 2.1 Personal and Mental Health

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
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2.1.5.EH.3	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
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#### Interdisciplinary Connections

W.4.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.
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SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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SL.4.2	Identify the reasons and evidence a speaker provides to support particular points.
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#### Integration of Technology

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Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
Students will understand... Strategies for organizing their belongings and time effectively Steps to create goals Strategies for studying How to problem solve	1. What strategies can students use to be successful in the classroom?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Class Demonstrations/Participation</li> <li>● CKCC Weekly Home Activity</li> <li>● Collaborative Discussions</li> <li>● Answering focus questions</li> <li>● Role Playing</li> <li>● Worksheets</li> <li>● Exit Slip</li> <li>● Tests/Quizzes</li> <li>● Peer/self assessment</li> </ul> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal management</li> <li>• Personal wellness and relationships</li> <li>• Social</li> </ul>	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> <li>· Getting organized is an essential skill in school and in life.</li> <li>· Managing time is an important part of being organized.</li> <li>· How goal-setting helps them identify what we want to achieve</li> <li>· Specific guidelines for goal-setting.</li> <li>· Methods for managing time, organizing information, taking notes, and improving memory.</li> <li>· How to pick what study strategy that works best for you.</li> <li>· Problems must be identified before they can be solved.</li> <li>· Brainstorming is a way of finding new options to solve a problem.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>· Identify the tools they need to do an assignment and recognize the importance of being organized</li> <li>· Identify ways to manage belongings</li> <li>· Identify the importance of time management</li> <li>· Develop schedules for time management</li> <li>· Identify ways to stick to the schedule</li> <li>· Identify individual short and long-term goals they would like to achieve</li> <li>· Set “SMART” goals according to specific guidelines</li> <li>· Discuss different ways to input, organize, and understand information</li> </ul>

- Identify their own preferred methods to manage time, organize information, take notes, and improve their memories
- Recognize that everyone has problems and can learn to solve them
- Discuss the steps of the ABCDE Plan
- Practice using the Problem-Solving Plan at school and at home

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 4

Competent Kids, Caring Communities Resource

The Age-by-Age Guide to Teaching Kids Time Management: <https://www.scholastic.com/parents/family-life/parent-child/teach-kids-to-manage-time.html>

How to Set SMART goals for students to watch video: <https://www.youtube.com/watch?v=i0QfCZjASX8>

39 Communication Games and Activities for Kids and Students:  
<https://positivepsychology.com/communication-activities-adults-students/#communication>

### Modifications

Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL:

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## October/November

### Grade 4: CKCC Lessons 5-10/HLC Unit 1

#### Building a Community of Mindful Learners and Life Skills

#### Summary and Rationale

This unit will create a sense of belonging, build a caring classroom and school community. It will explain how and why these factors affect students' wellbeing and academic achievement. Students become mindful of how they learn best, when they go "off track," and how to catch and redirect themselves in order to optimize their learning. The unit then moves outward from the self, expanding to the entire classroom community. Students consider ways to work together with an eye toward awareness, mindfulness, and re-establishing the foundational components of a caring classroom.

#### Recommended Pacing

6 Weeks

#### Standards

##### 2.1 Personal and Mental Health

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
2.1.5.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.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.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
Interdisciplinary Connections	
Standard x.x	
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
RL.4.11	Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.
SL.4.2	Identify the reasons and evidence a speaker provides to support particular points.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3	Write narratives to develop experiences using effective technique, descriptive details, and clear event sequences.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
W.4.8:	Recall relevant information from experiences or print; take notes and categorize information.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p><b>Students will understand ....</b>  Steps to discover their learning style to help with success in the classroom</p> <p>Steps to becoming a mindful learner and recognizing that the ways in which we are smart contribute to our uniqueness</p>	<ol style="list-style-type: none"> <li>1. How can I discover my learning style?</li> <li>2. What can I do to be a mindful learner?</li> <li>3. Why is building a school community important?</li> </ol>

Why and how getting along with others helps support positive social and emotional growth to help build a positive school community..

The importance of teamwork and communication are essential to both inside and outside of the classroom. To be a good team player you must be able to listen to your teammates effectively.

The LIKE model is a tool to use to help students maintain a positive self image

4. Why do teamwork and communication go hand in hand?

5. Why is it important to have a positive self image?

**Evidence of Learning (Assessments)**

Teacher Observations

- Class Demonstrations/Participation
- CKCC Weekly Home Activity
- Collaborative Discussions
- Answering focus questions
- Role Playing
- Worksheets
- Exit Slip
- Tests/Quizzes
- Peer/self assessment

COMPETENCY I: COLLABORATION

- Working Cooperatively
- COMPETENCY II:  
COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social

**Objectives (SLO)**

Students will know:

- Everyone has unique and individual learning styles.
- People learn by hearing, seeing, and doing.
- Identifying your preferred learning style can help you become a better learner
- They are smart in unique ways.
- The ability to pay attention is one of the most important skills that they can have at school.
- Support teams can help them deal with their struggles
- Cooperation is vital in a classroom.
- Kindness is needed to build a caring classroom community
- Everyone has strengths that can lead to a positive self image
- Active listening is an effective part of communication

Students will be able to:

- Recognize and discuss different learning styles and examine their own learning style
- Explain the different types of intelligence
- Recognize that the different types of intelligence contribute to their uniqueness
- Identify and implement techniques to improve how they pay attention
- Discuss ways to improve their On-Track behavior
- Create a list of On-Track behaviors
- Explain the benefits of teamwork
- Explain who is on their “support team” and why
- Explain the way kindness motivates and encourages students in the classroom

- How to set long and short term goals

- Practice saying compliments to their peers
- Define Self-image
- Apply the techniques of the LIKE model to maintain a positive self-image.
- Identify personal strengths and characteristics that can contribute to a positive self-image
- Recognize, discuss, and practice active listening skills
- Review and reinforce the goal setting process and how to set both long term and short term goals

## Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 4

Competent Kids, Caring Communities Resource

25 Ways to get moving at Home:

[https://www2.heart.org/site/DocServer/KHC\\_25\\_Ways\\_To\\_Get\\_Moving\\_At\\_Home.pdf](https://www2.heart.org/site/DocServer/KHC_25_Ways_To_Get_Moving_At_Home.pdf)

Elementary School Lesson Plans Eat to Live and Get Moving:

[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_elementary\\_lesson\\_plans](https://www2.heart.org/site/SPageServer?pagename=khc_resources_elementary_lesson_plans)

## Modifications

Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL:

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented -

- Higher level thinking questions

- Varied resources
- Use next grade level work

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## December

### Grade 4: CKCC Lessons 11-13/HLC Unit 3

#### Strengthening Self-Efficiency and Nutrition

#### Summary and Rationale

In this unit, students will explore the nature of feelings. They will learn how to identify different kinds of feelings in themselves and others by looking, listening, asking, and telling. In addition, students will begin or continue to develop a feelings vocabulary. Students will also discover how our thoughts affect our feelings and how our feelings affect our behaviors and our ability to achieve. Students will identify ways to minimize negative and critical self-statements and to defeat “can’t-do” thoughts and expressions.

Students will learn about proper nutrition and the important role it plays in their lives. Nutrition is the area of health that focuses on selecting foods that contain nutrients, evaluating food labels, eating the recommended daily amounts of food, following the Dietary Guidelines, planning a healthy diet that reduces risk of disease and developing healthful eating habits. This unit of study will help students become more involved in what influences their personal food choices and what they gain or lose nutritionally.

#### Recommended Pacing

3 weeks

#### Standards

2.1 Personal and Mental Health

2.2 Physical Wellness

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
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.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
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
Interdisciplinary Connections	
Standard x.x	
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.
W.4.2	Write explanatory texts to examine a topic and convey information clearly.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SL.4.2	Identify the reasons and evidence a speaker provides to support particular points.
Integration of Technology	
	Ever-fi: Healthier Me
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

\* Everyone has special and unique qualities  
 \*Mental and emotional health impacts peoples' overall well-being

\*Making healthy eating choices is an important part of achieving and sustaining wellness.  
 \*Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.

1. What are different types of feelings?
2. Why is it important to make good food choices and eat the correct amount of foods?

**Evidence of Learning (Assessments)**

- Teacher Observations
- Class Demonstrations/Participation
- CKCCWeekly Home Activity
- Collaborative Discussions
- Answering focus questions
- Role Playing
- Worksheets
- Exit Slip
- Tests/Quizzes
- Peer/self assessment

COMPETENCY I: COLLABORATION

- Working Cooperatively

COMPETENCY II:  
 COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social

**Objectives (SLO)**

Students will know:

- We all have emotions inside of us called feelings
- We can have more than one feeling at a time.
- Others can know how we feel even if we don't use our words to tell them.
- There are many different kinds of feelings; some are pleasant while others are unpleasant.
- All feelings are unique and okay.
- How our thoughts affect our feelings.
- How our feelings affect what we do and how we behave.
- Everyone has "can't-do" feelings at one time or another.

Students will be able to:

- Identify feelings they have experienced as pleasant and unpleasant
- Recognize that feelings change all of the time and that feelings are okay
  - Describe how feelings impact events in a story
  - Describe how their thoughts affect the way they feel and that their feelings affect how they behave
  - Use the think-feel-behave cycle to predict reactions to various situations
  - To identify and practice techniques to make our "can't-do" feelings shrink
  - Give examples of positive and negative thoughts

- “Can’t-do” feelings can make it more difficult to get our work done.
- Triggers that influence you to eat outside normal meal times
- Examples of how the media, your family, and your culture has influenced you to eat something healthy
- Alternatives for when food triggers influence you.
- The definition of fiber and why it is important in your diet
- Examples of high fiber foods
- The meaning of energy balance
- The importance of energy balance

- Discuss how friends, family, culture, and media affect their eating habits
- Identify personal food triggers
- Develop a plan to resist food triggers
- Identify the best course of dietary fiber
- Recognize the role of fiber in their diets
- Applying rules for determining fiber content in foods
- Determine appropriate portion sizes of foods
- Examine the nutritional information for food at popular fast food restaurants
- Design nutrient-dense meals from the food choices at popular fast-food restaurants
- Discuss the relationship between physical activity and food consumption to energize balance
- Recognize that calories are a measure of energy for both food and physical activity.

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 4

Nutrition Foodle: <https://openphysed.org/wp-content/uploads/2022/05/HHPH-LS-16-NutritionFoodle.pdf>

Nutrition Education with visual food models: <https://www.usdairy.com/news-articles/nutrition-education-with-visual-food-models>

My Plate Poster: <https://openphysed.org/wp-content/uploads/2022/05/HHPH-LS-R6-MyPlatePoster.pdf>

Competent Kids, Caring Communities Resource

Ever-fi: Healthier Me: <https://everfi.com/courses/k-12/health-curriculum-elementary-school/> (create a teacher account for free and receive an abundance of online lessons, a truly great resource)

Managing Worries with cognitive Self-Control: <https://ny.pbslearningmedia.org/resource/module-2-worries-cognitive-self-control-video/asu-compass-for-courage/> (contains support materials for both teacher and student)

### Modifications

Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL:

- Allow more time for processing



- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## January/February

### Grade 4: CKCC Lessons 14-21 / HLC Unit 2

#### Bullying, Teasing, and Shaming and Conflict Resolution

##### Summary and Rationale

Self-regulation is crucial for success in the world. Appropriately managing one's own aggressive impulses is a fundamental self-regulatory skill. In this unit, students will learn that anger is a normal emotion; it is not anger in and of itself that is problematic; but rather how people handle their anger that can result in all kinds of personal and interpersonal difficulties. For example, in the "rewinds" lesson, students may first recognize inappropriate behavior only "after the fact". However, over time, they begin to "catch" themselves faster, ultimately before the inappropriate behavior occurs.

During this unit Fourth Grade students will continue to identify feelings, good character traits, and forms of bullying behavior. Students will explore feelings and discuss how emotions and feelings are natural parts of life and it is normal to have lots of different feelings. Learning how to get along, handle disagreements, identify and manage stress, and how to be friendly and fair are important skills students will use throughout their lives

##### Recommended Pacing

6-8 Weeks

##### Standards

2.1 Personal and Mental Health

2.3 Safety

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
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.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.SH6	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.
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 (e.g., counselors, medical professionals)
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse
2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
Interdisciplinary Connections	
Standard x.x	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SL.4.2	Identify the reasons and evidence a speaker provides to support particular points.
RL 4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.
W.4.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular

	author or theme studied in class.
Integration of Technology	
	Everi-Fi: The Compassion Project
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>*Bullying is everywhere and students will begin to understand its meaning and how it affects their overall health</p> <p>*Mental and emotional health impacts peoples' overall well-being</p> <p>*Learning about conflict will assist students in de-escalating situations and how to deal with conflict in their lives</p>	<ol style="list-style-type: none"> <li>1. What is Bullying?</li> <li>2. Why is it important to learn about conflict?</li> </ol>
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations</p> <ul style="list-style-type: none"> <li>• Class Demonstrations/Participation</li> <li>• CKCC Weekly Home Activity</li> <li>• Collaborative Discussions</li> <li>• Answering focus questions</li> <li>• Role Playing</li> <li>• Worksheets</li> <li>• Exit Slip</li> <li>• Tests/Quizzes</li> <li>• Peer/self assessment</li> </ul> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal management</li> <li>• Personal wellness and relationships</li> <li>• Social</li> </ul>	
<b>Objectives (SLO)</b>	

#### Students will know:

- We all participate in silent, inner conversations.
- Our self-talk affects how we feel and how we behave.
- Positive thoughts encourage us when we feel we can't do something.
- Harsh, critical talk "stings" us
- How to examine our behavior to help us find ways to change.
- Rewinds provide a non-shaming way to look back at actions or incidents that have already happened.
- Anger is a normal, healthy emotion and we all feel angry at one time or another.
- How to recognize our anger which will help to regulate it before the anger becomes a problem.
- Our thoughts can heat up or cool down our anger.
- It's okay to be angry, but it is not okay to speak or behave in an aggressive manner (toward yourself or others).
- Strategies for coping with anger.
- We all have different ideas that we might not always agree with.
- We can use our words instead of our hands to solve a disagreement.
- When we don't agree, we can find safe and helpful ways to solve the disagreement.
- Our class is safe and peaceful.
- Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically and/or physically.
- There are different types of teasing.
- Strategies to help us deal with teasing

#### Students will be able to:

- Identify positive and negative thoughts
- Describe how positive and negative thoughts affect the way they feel
- Practice saying positive Helper Thoughts
- Describe that it is hurtful to use harsh, critical words with each other
- Discuss ways to "rewind" a situation and review the sequence of events that led to the outcome, whether it was good or bad
- Identify things they can do to improve the outcome of an event
- Discuss anger and identify signs of anger that build up in their bodies.
- Brainstorm ideas about ways to make their fuses longer.
- Express anger in safe ways.
- Construct an "I message"
- Identify when to use the STAR Power Plan to solve a conflict
- Describe a plan to resolve a disagreement with another student
- Define bullying
- Discuss times when they were bullied
- Discuss teasing and the feelings associated with it
- Select and practice several strategies to deal with teasing
- Identify negative, aggressive words
- Identify various forms of cyberbullying and their consequences
- Define strategies to prevent being a victim of cyberbullying

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 4

Competent Kids, Caring Communities Resource

Ever-Fi: The Compassion Project:

<https://everfi.com/courses/k-12/lesson-plans-empathy-compassion-elementary/>

Kidz Health:

<https://classroom.kidshealth.org/classroom/3to5/problems/emotions/bullying.pdf>

#### **NetSmartzKids.org**

[www.netsmartzkids.org](http://www.netsmartzkids.org)

Contains an Icon Toolbar at the top of the page (Videos, Games, E-Books, Free Stuff, E-mail, Bios, etc.), and buttons at the bottom of the page (Activity of the Month, Hall of Fame, Video of the Month, Vote for your Favorite Game, etc.)

#### **You Tube Videos:**

Digital Citizen (59 Seconds)

<http://www.youtube.com/watch?v=VKL0Q3wKE>

Digital citizenship song and pledge:

<https://www.common sense.org/education/videos/w e-the-digital-citizens>

Scroll to Grade 4 for lesson ideas on digital citizenship:  
<https://www.common sense.org/education/digital-citizenship/curriculum>

Bully-Free Zone (Anti-Bullying Song for Kids)—2:37 Minutes  
<http://www.youtube.com/watch?v=SnGP0dAm5JI>

Bully-Free Zone (Anti-Bullying Song for Kids)—2:37 Minutes  
<http://www.youtube.com/watch?v=SnGP0dAm5JI>

## Modifications

### Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### ELL:

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

### Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

### 504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## March

### Grade 4: CKCC Lessons 22-25/HLC Unit 6

#### Stress and You and Fitness

#### Summary and Rationale

In this unit, students will learn about mind-body connections and how stress has an impact on our health, learning, and personal relationships. They will learn to identify individual stressors and then practice techniques to relax their bodies and minds. Learning to manage stress in one's life is an essential skill. School is especially stressful for students who struggle with academics and have difficulty regulating their emotions.

Exercise plays a key role in dealing with stress. In this unit, students will understand the importance of fitness and how it can reduce stress. Throughout the unit students will discover how to make exercise activities fun and how to correlate what they eat with the activity they perform. Students will discover how their body systems work and how to become healthy individuals for life.

#### Recommended Pacing

4 weeks

#### Standards

2.1 Personal and Mental Health

2.2 Physical Wellness

2.3 Safety

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

2.3.5.HCDM.3

Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

2.1.5.PGD.1

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

2.1.5.EH.1

Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.3

Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).



2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect 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.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Interdisciplinary Connections	
Standard x.x	
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.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.4.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.
Integration of Technology	

<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>* Mental and emotional health impacts peoples' overall well-being</p> <p>* Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.</p> <p>* Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p>	<ol style="list-style-type: none"> <li>1. What effect does stress have on emotional health?</li> <li>2. What should I do every day to keep my body healthy?</li> <li>3. How will fitness help us now and in the future?</li> </ol>
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations</p> <ul style="list-style-type: none"> <li>● Class Demonstrations/Participation</li> <li>● CKCC Weekly Home Activity</li> <li>● Collaborative Discussions</li> <li>● Answering focus questions</li> <li>● Role Playing</li> <li>● Worksheets</li> <li>● Exit Slip</li> <li>● Tests/Quizzes</li> <li>● Peer/self assessment</li> </ul> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal management</li> <li>• Personal wellness and relationships</li> <li>• Social</li> </ul>	
<b>Objectives (SLO)</b>	

Students will know:

- Stress is an internal response to an external event or situation.
- Stress has an impact on functioning.
- Stress causes physical and biochemical reactions in our bodies.
- Chronic stress has health consequences.
- Stress affects how we learn
- Stress can be converted into behavioral symptoms.
- Our bodies respond when we feel stressed.
- How to advocate for physical activity
- The importance of exercise on their body
- The importance of physical activity on their brain
- How to relate calories consumed to calories burned in various activities
- How to recognize when they are in a stressful situation and how it feels

Students will be able to:

- Name personal stressors
- Describe how stress affects our body and ability to learn
- Describe how the body reacts to stress
- Identify stressors as temporary or chronic, or due to a positive change
- Discuss and examine the impact of stress in different situations
- Explain how physical activity benefits the body
- Identify and describe physical activities that are fun
- Explain the function of the heart and the lungs
- Recognize effects of aerobic activity on the heart
- Compare their pulse rates before and after physical activity
- Describe what it means to balance their physical activity with what they eat.
- Recognize that calories are a measurement of energy
- Demonstrate a stress management technique
- Identify two techniques that can be used to cope with stress

Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 4

Competent Kids, Caring Communities Resource

Kidz Health: <https://classroom.kidshealth.org/classroom/3to5/problems/emotions/stress.pdf>

Brain Pop, Stress: <https://www.youtube.com/watch?v=oHxfn-pwIBs>

Health Powered Kids: <https://healthpoweredkids.org/lessons/stress-no-body-needs-it/>

Stress Explained, Elementary Edition: <https://www.youtube.com/watch?v=k8FiAxAqqYE>

Modifications

Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL:

- Allow more time for processing

- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

#### Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

#### 504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



## April

### Grade 4: CKCC Lessons 26-29/HLC Unit 4

#### Responsible Decision Making and Substance Abuse Prevention

#### Summary and Rationale

The lessons in this unit, will examine students’ decision-making processes and learn some tools to help them approach their decisions. They will learn that all of their decisions have consequences. They will also learn a number of tools to help them make decisions that lead to positive outcomes. Students will learn how to “chain” an event in order to learn about outcomes. Students will be encouraged to repeat “good result” cycles of behavior and will learn how their choices can help them avoid “trouble result” cycles.

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body. In this unit fourth grade students will continue to investigate the harmful effects of tobacco and explore refusal techniques. Students will learn why alcohol can be dangerous as well as strategies for making good decisions. Class discussions and activities will help students learn about the effects of alcohol on the body and how to deal with peer pressure. Students will also understand media messages.

#### Recommended Pacing

4 weeks

#### Standards

2.1 Personal and Mental Healthy

2.3 Safety

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance

2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
Interdisciplinary Connections	
Standard x.x	
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.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.
SL.4.2	Identify the reasons and evidence a speaker provides to support particular points.
RIT.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>*Learning steps to help make healthy decisions.</p> <p>*Family, peers, and the media can influence decision making</p> <p>*Health related choices can influence lifelong wellness.</p>	<ol style="list-style-type: none"> <li>1. What steps can I take when making decisions?</li> <li>2. What factors can influence your decisions when making smart choices when it comes to substance abuse?</li> <li>3. Why is it important to practice refusal skills?</li> </ol>
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations</p> <ul style="list-style-type: none"> <li>● Class Demonstrations/Participation</li> <li>● CKCC Weekly Home Activity</li> <li>● Collaborative Discussions</li> <li>● Answering focus questions</li> <li>● Role Playing</li> <li>● Worksheets</li> <li>● Exit Slip</li> <li>● Tests/Quizzes</li> <li>● Peer/self assessment</li> </ul> <p>COMPETENCY I: COLLABORATION</p>	



- Working Cooperatively
- COMPETENCY II:  
COMMUNICATION
- Expression of oneself
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal management
  - Personal wellness and relationships
  - Social

### Objectives (SLO)

#### Students will know:

- All of our decisions have outcomes and consequences.
- Some of our decisions can lead to positive outcomes and consequences and some of our decisions can lead to negative outcomes and consequences.
- We can try to predict the outcomes and consequences of our decisions.
- Chaining an event offers a visual way to examine a sequence of behavior.
- Looking at the chain of events helps us see where we can make better choices.

#### Students will be able to:

- Identify that all our decisions result in outcomes and consequences
- Understand the importance of taking time with decisions in order to think them through
- Identify decisions that can lead to positive or negative outcomes and consequences
- Practice using Rewind, Pause and Fast-Forward to predict the outcomes and consequences of decisions
- Identify and describe a sequence of behaviors
- Problem solve how to “break a chain of events” to make better choices

### Suggested Resources/Technology Tools

#### Healthy Lifestyle Choices (HLC) Resource- Grade 4

#### Competent Kids, Caring Communities Resource

##### Online Resources

Kids Health. Alcohol: Getting the Right Message

[http://kidshealth.org/kid/stay\\_healthy/body/alcohol.html#cat20077](http://kidshealth.org/kid/stay_healthy/body/alcohol.html#cat20077)

Kids Health. Smoking and Asthma.

[http://kidshealth.org/kid/asthma\\_basics/triggers/smoking\\_asthma.html#cat20077](http://kidshealth.org/kid/asthma_basics/triggers/smoking_asthma.html#cat20077)

Kids Health. Smoking Stinks!

<http://kidshealth.org/kid/watch/house/smoking.html#cat20077>.

Kids Health. What Kids Say About Drinking Alcohol.

[http://kidshealth.org/kid/feeling/emotion/poll\\_alcohol.html#cat20077](http://kidshealth.org/kid/feeling/emotion/poll_alcohol.html#cat20077).

Kids Health. What Kids Say About Tobacco.

[http://kidshealth.org/kid/grow/drugs\\_alcohol/poll\\_tobacco.html#cat20077](http://kidshealth.org/kid/grow/drugs_alcohol/poll_tobacco.html#cat20077)

7. Kids Health. WORD! A Glossary of Medical Words: Alcoholism.

[http://kidshealth.org/kid/word/a/word\\_alcoholic.html#cat20077](http://kidshealth.org/kid/word/a/word_alcoholic.html#cat20077)

Kids Health. WORD! A Glossary of Medical Words:

Tobacco.

[http://kidshealth.org/kid/word/t/word\\_tobacco.html#cat20077](http://kidshealth.org/kid/word/t/word_tobacco.html#cat20077)

7 <http://www.drugabuse.gov/brain-power>

[www.brainpop.com](http://www.brainpop.com)

### Modifications

Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL:

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively  
 Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## May/June

### Grade 4: CKCC Lessons 30-34 / HLC Unit 4

#### Reviewing and Celebrating and Safety

#### Summary and Rationale

At the end of this school year, students will review the concepts they learned in CKCC and will examine how these concepts and skills will be useful to them as they move to fifth grade. In the culminating lesson of this unit, students will hold a multicultural show and tell. This lesson gives students the opportunity to discuss and celebrate the ideas of tolerance, acceptance, uniqueness, and diversity.

In this unit, students will discover various safety risks in their home and on the internet. Classes will work to develop a fire escape plan with tips on how to stay safe during a fire. Water safety will be important to review as school comes to an end and summer begins. These safety tips can assist students in making smart choices and sharing the safety tips and procedures with their families potentially saving a life or preventing injury.

#### Recommended Pacing

5-6 weeks

#### Standards

2.1 Personal and Mental Health

2.3 Safety

2.1.5.PGD.1

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

2.1.5.EH.1

Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

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)

2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
Interdisciplinary Connections	
Standard x.x	
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	Identify the reasons and evidence a speaker provides to support particular points.
W.4.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

\* It is important to accept yourself and others to maintain a happy healthy life.  
 \*Everyone will have different opinions and views in life.  
 \*The choices you make can affect lifelong wellness.  
 \*It is important to learn how to grow up safe and healthy.

1. Why is tolerance, acceptance, uniqueness, and diversity important?
2. Why choose safety?
3. Why does safety matter?

**Evidence of Learning (Assessments)**

Teacher Observations

- Class Demonstrations/Participation
- CKCC Weekly Home Activity
- Collaborative Discussions
- Answering focus questions
- Role Playing
- Worksheets
- Exit Slip
- Tests/Quizzes
- Peer/self assessment

COMPETENCY I: COLLABORATION

- Working Cooperatively

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social

**Objectives (SLO)**

Students will know:

- Even though we work hard to solve a problem, we can get stuck.
- Trying something new can help get us unstuck from a vicious cycle.
- Cycles of good behavior exist and should be practiced.
- Identifying cycles of positive behavior can help us think about how to repeat them.
  - Reviewing helps us keep what we learn in our memories.
  - Creating a final product is a good way to remember what we learned this year.
- Learning to understand and appreciate our own uniqueness will make us more aware of the uniqueness of others.
- How we use what we learn in CKCC makes us who we are.
- Awareness of different traditions can help us create a better, stronger class community.
- Guidelines for safe interactions with online strangers

Students will be able to:

- Identify cycles of problematic behavior
- Identify and discuss cycles of good behavior
- State the benefits of repeating cycles of positive behavior
- Identify the concepts they learned in CKCC
- Present the concepts they learned in CKCC
- Define and give examples of hobbies
- Describe how they use ideas learned in CKCC
- Illustrate aspects of their culture
- Identify some of the risks involved with online strangers
- Dramatize safe internet use
- Identify and describe water hazards in the community
- Promote water safety
- Identify the different causes of home injury and how they can be prevented by making good decisions

- Water safety rules
- How to recognize potential hazards in the home
- Fire safety procedures and escape plans

- Demonstrate how to help younger kids stay safe and avoid accidents
- Identify and describe the fire escape plan for home
- Demonstrate how to escape a dark and smoky room safely
- Create a fire escape plan for their homes

## Suggested Resources/Technology Tools

### Healthy Lifestyle Choices (HLC) Resource- Grade 4

#### Competent Kids, Caring Communities Resource

<http://www.cdc.gov/bam/body/diabetes.html>  
[www.brainpop.com](http://www.brainpop.com)  
[www.firepreventionweek.org](http://www.firepreventionweek.org)

#### **NetSmartzKids.org**

[www.netsmartzkids.org](http://www.netsmartzkids.org)

Contains an Icon Toolbar at the top of the page (Videos, Games, E-Books, Free Stuff, E-mail, Bios, etc.), and buttons at the bottom of the page (Activity of the Month, Hall of Fame, Video of the Month, Vote for your Favorite Game, etc.)

Kids Health: [https://classroom.kidshealth.org/classroom/3to5/personal/safety/online\\_safety.pdf](https://classroom.kidshealth.org/classroom/3to5/personal/safety/online_safety.pdf)

Kids Safe Worldwide: <https://www.safekids.org/home-safety-educators>

## Modifications

### Special Education -

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### ELL:

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words

-Add movement and/or pantomime to the instruction

Gifted and Talented -

- Higher level thinking questions
- Varied resources
- Use next grade level work

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

### Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>