

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 4 Health  
February 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Course Description**

Fourth grade health vertically aligns with the third grade curriculum and will provide students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. The course is broken into two large units. The first unit addresses the social and emotional aspect of wellness and include the following topics - Self-Advocacy; Recognizing Feelings; Personal Boundaries; Communication Skills. The second unit focuses on physical well-being and self-management. Topics include an introduction to Media Literacy; Communicable Disease Prevention; Drug Abuse Prevention and Refusal Skills; Sleep Hygiene; Nutrition and Injury Prevention.

## Pacing Guide

Each class currently meets once every 6 days, and will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

<b>Session #</b>	<b>Unit #</b>	<b>Lesson Title</b>
1-3	1	Self - Advocacy: Creating a Web of Support
4-6	1	Recognizing and Responding to Feelings: Mixed Up and Confused.
7-9	1	Personal Boundaries
10-12	1	Body Language and Mixed Messages
13-15	2	Disease Prevention
16-18	2	Drug Abuse Prevention and Refusal skills
19-21	2	Nutrition
22-24	2	Media Literacy
25-27	2	Sleep Hygiene
28-30	2	Injury Prevention - Tick-borne Illness

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Live a healthy life by making safe choices and decisions regarding self-advocacy, emotional regulation and relationship management..</li> <li>● Demonstrate behaviors that promote healthy relationships throughout life.</li> </ul>	
<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><a href="#">CCSS.ELA-Literacy.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.4</a> Produce clear and coherent writing in which the development and organization are appropriate</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● healthy relationships make us feel comfortable and safe.</li> <li>● sometimes we need help with situations that make use feel uncomfortable or unsafe.</li> <li>● it is important to recognize and express emotions in a healthy way.</li> <li>● we can feel multiple emotions about the same thing.</li> <li>● there are different ways we communicate and send messages to one another.</li> <li>● Understanding body language and mixed messages are important for</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What factors in my life affect my emotional and social well-being?</li> <li>● How does my emotional health influence my relationship with others?</li> <li>● What can I do to avoid or reduce health risks while expressing my emotions and forming positive relationships?</li> <li>● What can we do when we do not understand how we feel or how someone is feeling?</li> <li>● How can someone express their feelings through their body language?</li> </ul>

<p>to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>healthy relationships.</p> <ul style="list-style-type: none"> <li>● saying “no” to establish a personal boundary is our right, but sometimes may feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>● How do feelings play a role in our decision making and our actions?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to make health decisions and when to seek help with those decisions.</li> <li>● how to explain the ways that rules of expressing behaviors make the classroom, school and community safer.</li> <li>● how to check in with ourselves about how we are feeling.</li> <li>● how to recognize emotions in ourselves in order to better understand how we are feeling and why.</li> <li>● how to define a personal boundary.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● identifying healthy, unhealthy and abusive relationship behaviors.</li> <li>● Selecting trusted adults and professionals who can help with health related decisions.</li> <li>● recognizing and expressing their emotions in a healthy way.</li> <li>● identifying and communicating their own personal boundary to others.</li> <li>● identifying the boundaries of others.</li> <li>● what to do when someone crosses their personal boundary making them feel uncomfortable.</li> </ul>

**Stage 2 – Evidence**

<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
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<p>T, A</p>	<p>Further information:</p> <ul style="list-style-type: none"> <li>● 4 Scenarios are: <ul style="list-style-type: none"> <li>○ “Tim does not understand his reading assignment”</li> <li>○ Sheila is at a sleepover and it is time for bed, but she does not feel comfortable”</li> <li>○ Bailey is really sad because his grandmother died over the weekend”</li> <li>○ “Stella is playing at the park, when she notices a girl being made fun of by a group of boys. the girl looks like she is about to cry. Stella wants to help?</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> What Would You Do? situations  <b>Role:</b> Student investigators  <b>Audience:</b> Peer  <b>Situation:</b> Students will be given 4 different scenarios they must decide how to best work through.  <b>Products:</b> Students will be able to recognize situations that require the help of an adult.  <b>Standards:</b> Students must be able to explain why it could be helpful to seek help; identify who they can ask; provide at least two ways they can ask for help.  <b>(Self-Advocacy)</b></p>
<p>T, M, A</p>	<ul style="list-style-type: none"> <li>● a rubric will be used to check off each of the three standards listed. <ul style="list-style-type: none"> <li>○ explain why</li> <li>○ Identify who</li> <li>○ 2 ways to ask</li> </ul> </li> </ul>	
<p>T, M, A</p>	<ul style="list-style-type: none"> <li>● A template for completing the reflection which includes thought provoking and guiding questions will be provided.</li> <li>● Access to emotional support will be offered to any student who feels they need the assistance of a grown up.</li> <li>● Situation Examples:</li> </ul>	<p><b>Goal:</b> Personal Reflection  <b>Role:</b> Author  <b>Audience:</b> Teacher  <b>Situation:</b> Students will write about a situation involving their feelings, and how they will deal with that situation.  <b>Products:</b> Completed self reflections will consist of 4-5 complete sentences  <b>Standards:</b> Students use neat and clearly communicated thoughts describing their emotions on any topic of their choice. They must reflect on possible reasons that would explain their feelings and decide whether or not they require the assistance of a grown-up.  <b>(Recognizing and Communicating feelings)</b></p>

	<ul style="list-style-type: none"> <li>○ You are on a field trip and one of the adult chaperones sits down next to you; they place their arm around you and ask if you are excited about the trip.</li> <li>○ You told your best friend that you have a crush on someone in your class; the next day you find out that they told the whole class about your crush.</li> <li>○ You and your family are swimming at a lake. Your older cousin keeps diving under the water pulling you close to him.</li> </ul> <ul style="list-style-type: none"> <li>● appropriate setting will be predetermined.</li> <li>● Role Play rubric will provide immediate student feedback.</li> <li>● Assertive communication cue cards available.</li> </ul>	<p><b>Goal:</b> Role Play  <b>Role:</b> Student Actors  <b>Audience:</b> Peers  <b>Situation:</b> Students will act out situations  <b>Products:</b> Students will demonstrate healthy personal boundary interactions.  <b>Standards:</b> Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort.  <b>(Personal Boundaries)</b></p>
<p>M, A  M, A</p>	<ul style="list-style-type: none"> <li>● Red = “I do not understand at all and need help.”</li> <li>● Yellow = “still have questions.”</li> <li>● Green = “I understand and am ready to move ahead.”</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● exit slips</li> <li>● temperature checks using red, yellow, green cards</li> </ul>

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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.</li> <li>● KWL charts will allow students the opportunity to share prior knowledge.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Self-Advocacy</b></p> <ul style="list-style-type: none"> <li>● Each student table will be given a unique discussion question to talk about and then must share ideas with peers.</li> <li>● Students will create a “web of support” by sitting in a circle and sharing with their peers at least two grown ups they trust and can turn to when they need help.</li> <li>● Students will engage in a whole group discussion about ways we can ask for help.</li> <li>● Students will participate in a guided imagery session with eyes closed.</li> <li>● In small groups students will work through Why, Who How for 4 different situations.</li> </ul>	<p>Progress Monitoring</p> <p><b>Self-Advocacy</b></p> <ul style="list-style-type: none"> <li>● T will provide each table with the DQ and supplies to track ideas. T will review expectations for small group work and assist students with assigning a reader, scribe and speaker. (DQ’s on page 69 of We Care)</li> <li>● As each student shares they roll a ball of yarn (that represents our trusted adults) to a peer across from them while they hold on to one end. T will debrief as the web grows larger: <ul style="list-style-type: none"> <li>○ How is our class web changing as more people share?</li> <li>○ Is it getting stronger or weaker? why?</li> <li>○ Invite one student to stand at the center of the web. How does it feel to be surrounded by this much support?</li> </ul> </li> <li>● T will act as the guide by setting the scene and asking open and closed ended questions (see page 75 of “We Care”)</li> <li>● T will facilitate whole group discussion.</li> </ul>
M, A		
T, A		
T, A		
M		
T, A		

<p>M</p> <p>M</p> <p>T, A</p>	<p><b>Recognizing and Responding to Feelings:</b></p> <ul style="list-style-type: none"> <li>● Students will responds to thought provoking questions in small groups.</li> <li>● In circle formations students will listen to a short story and talk about what the character in the story is going through.</li> <li>● Students will write a brief personal reflection in an attempt to identify and describe how they are feeling and summarize why they believe they feel that way.</li> </ul>	<p><b>Recognizing and Responding to Feelings:</b></p> <ul style="list-style-type: none"> <li>● T will provide questions: <ul style="list-style-type: none"> <li>○ How do our feelings impact our choices? I.E.'s</li> <li>○ How do our feelings affect how we act? I.E.'s</li> <li>○ How do our feelings affect how we see ourselves? I.E.'s</li> </ul> </li> <li>● T will read “Jake’s Story”from “We Care” (or similar story) then ask DQ (page 81 of “We Care”)</li> <li>● T will provide a Feelings Word Bank.</li> </ul>
<p>M</p> <p>M, A</p> <p>T, A</p> <p>T, M ,A</p>	<p><b>Personal Boundaries:</b></p> <ul style="list-style-type: none"> <li>● Students will watch an introductory video from youtube. on boundaries</li> <li>● Whole group discussion to define personal boundaries and considerations we use to determine them.</li> <li>● Students will work in groups to create original situations where a personal boundary is very important to one’s safety and comfort.</li> <li>● Students will practice/demonstrate how to communicate a personal boundary.</li> </ul>	<p><b>Personal Boundaries:</b></p> <ul style="list-style-type: none"> <li>● Teacher will define a personal boundary as “how close someone wants to be to another person”. Whole class discussion on the importance of setting boundaries.</li> <li>● T will write 4 key consideration words on the Smartboard: Who, Where, How, Why?</li> <li>● T will facilitate discussion around the DQ found on page 89 of We Care.</li> </ul>
<p>M</p> <p>T, A</p>	<p><b>Body Language and Mixed Messages:</b></p> <ul style="list-style-type: none"> <li>● Students will engage in a turn and talk to share with a partner what they believe body language looks like.</li> <li>● Students will play a game of charades. A volunteer will pick a card and act out a feeling for the class. The</li> </ul>	<p><b>Body Language and Mixed Messages:</b></p> <ul style="list-style-type: none"> <li>● T will write term on the Smartboard and track student responses.</li> <li>● T will provide cards and charades worksheet.</li> </ul>

<p>M</p> <p>T, A</p> <p>A</p>	<p>class will observe and circle the feeling they believe the student is acting out.</p> <ul style="list-style-type: none"> <li>● Students will engage in a turn and talk to share with a partner what they believe mixed messages mean.</li> <li>● Students will listen to a scenario read aloud and answers questions related to body language and mixed messages.</li> <li>● Students will engage in a whole group discussion about the situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Debriefing questions include: <ul style="list-style-type: none"> <li>○ How did you figure out what the actor was feeling?</li> <li>○ What was it like to try to express that feeling without words?</li> </ul> </li> <li>● T will write term on the Smartboard and track student responses.</li> <li>● T will read the situation and provide each student with related questions.</li> <li>● T will facilitate discussion and closure</li> </ul>
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Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p><b>Standard 4:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 8:</b> Advocacy Essential Question: Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><a href="#">CCSS.ELA-Literacy.RI.4.2</a> Determine the main idea of a text and explain how it is supported</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Live a healthy life by making safe choices and decisions regarding disease prevention, drug abuse prevention and refusal skills; sleep hygiene; nutrition and media literacy; tick-borne illness prevention.</li> <li>● Participate in safe activities that promote wellness throughout life.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● pathogens are essential for life on earth, but some can make people very ill.</li> <li>● communicable disease is spread from person to person by pathogens.</li> <li>● through the practice of good hygiene we can reduce our risk of contracting or spreading communicable disease.</li> <li>● Some diseases can be prevented with vaccinations.</li> <li>● The only thing that can kill viruses is the human immune system.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What can I do to avoid or reduce health risks?</li> <li>● How do I make good decisions to keep myself healthy?</li> <li>● How can I prevent communicable diseases?</li> <li>● How can communication enhance my personal health?</li> <li>● What influences my healthy behaviors and decisions?</li> <li>● What prevents people from making healthy food choices?</li> </ul>

<p>by key details; summarize the text.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>● Nicotine is more addictive than any illicit drugs.</li> <li>● Poor sleep hygiene can negatively affect a student's social, emotional, physical and academic health.</li> <li>● The purpose of advertising is to influence our choices.</li> </ul>	<ul style="list-style-type: none"> <li>● What can I do to promote accurate health information and healthy behaviors?</li> <li>● What can I do to protect myself when spending time outdoors?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that two of the most common pathogens are bacteria and viruses.</li> <li>● the four ways germs can spread from person to person.</li> <li>● when they should wash their hands.</li> <li>● nicotine is found in both smoking and vaping products.</li> <li>● the consequences of both a good and bad night's sleep.</li> <li>● that MyPlate can help them make healthy food choices</li> <li>● the anatomy of a typical nutrition facts food label.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● recall at least 4 strategies they can practice to reduce their risk of disease transmission.</li> <li>● when and how to wash hands properly.</li> <li>● knowing how to refuse an offer to smoke or vape.</li> <li>● implementation of strategies to help them get a good night's sleep.</li> <li>● recognizing sleep helpers and sleep barriers.</li> <li>● Building a healthy meal that is colorful, satisfying and representative of at least 3 food groups.</li> <li>● Differentiating between healthy and</li> </ul>

	<ul style="list-style-type: none"><li>● that our choice of every food, drink, game, clothing...etc is greatly influenced by consumer marketing tactics</li><li>● Some diseases are transmitted by the bite of a tick called tick-borne illnesses</li></ul>	<p>unhealthy food choices by interpreting food labels.</p> <ul style="list-style-type: none"><li>● Analyze and identify the marketing tactic used to entice the consumer.</li><li>● Practice strategies that can decrease their personal risk of contracting a tick-borne illness.</li></ul>
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**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T, A	<ul style="list-style-type: none"> <li>● Situation examples:               <ol style="list-style-type: none"> <li>a. You are home alone with your sibling, who finds and open pack of cigarettes on the counter. She is curious and wants the both of you to try lighting one up.</li> <li>b. You are at a party and a group of friends is passing around a cigarette. As it gets passed to you, everyone is watching to see what you will do.</li> <li>c. You are waiting for the school bus to pick you up when your friend notices a partially lit cigarette on the ground. He wants to smoke it and offers some to you.</li> <li>d. You are in the locker room when you notice a popular kid puts something funny in their mouth. He or she offers you some.</li> </ol> </li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Role Play  <b>Role:</b> Student Actors  <b>Audience:</b> Peers  <b>Situation:</b> Students will act out situations  <b>Products:</b> Students will demonstrate healthy personal boundary interactions.  <b>Standards:</b> Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort.  <b>(Drug Abuse Prevention Refusal skills)</b></p>
T, A	<ul style="list-style-type: none"> <li>● assertive communication cue cards provided along with ongoing student feedback.</li> <li>● <b>Students must:</b> <ol style="list-style-type: none"> <li>a. <b>clearly say “No”</b></li> <li>b. <b>provide a reason that draws from knowledge of drugs</b></li> <li>c. <b>avoid aggressive behavior</b></li> </ol> </li> </ul>	

<p>T, M, A</p> <p>T, M, A</p>	<p><b>d. demonstrate how to leave the situation (Go).</b></p> <ul style="list-style-type: none"> <li>● Clear, neat and coherent writing</li> <li>● proper use of specific health related vocabulary</li> <li>● accurate recall of negative consequences</li> </ul> <ul style="list-style-type: none"> <li>● Accurate nutrient comparison clearly identified.</li> <li>● summary of findings is neat, clearly written and data supported.</li> </ul> <ul style="list-style-type: none"> <li>● Rubric will provide marketing tactic word bank from which to choose.</li> <li>● Writing should be neat, coherent with</li> </ul>	<p><b>Goal:</b> Personal Reflection  <b>Role:</b> Author  <b>Audience:</b> Teacher  <b>Situation:</b> Students reflect on their current sleep hygiene habits.  <b>Products:</b> Student must make 1 - 2 changes to improve sleep habits  <b>Standards:</b> Student is able to describe negative consequences of personal sleep barriers; and clearly communicate how they will implement their 1-2 suggested sleep helpers.  <b>(Sleep Hygiene)</b></p> <p><b>Goal:</b> Healthy Food Finders  <b>Role:</b> Detective  <b>Audience:</b> Peers  <b>Situation:</b> Students must analyze, compare two food labels  <b>Products:</b> Students will collect data, make a choice and explain why their food choice is the healthier option  <b>Standards:</b> Students will be able to recall which nutrients to limit and which they should get more of.  <b>(Nutrition)</b></p> <p><b>Goal:</b> Marketing Tactic Finders  <b>Role:</b> Detective  <b>Audience:</b> Peers</p>
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	use of specific content vocabulary, and persuasive if offering an alternative food.	<p><b>Situation:</b> Students must analyze food advertisements</p> <p><b>Products:</b> Students will decide the types of marketing tactics used to try to persuade a consumer to make a purchase</p> <p><b>Standards:</b> Students will use their knowledge of nutrition to decide if the ad is selling a healthy or unhealthy product. If unhealthy, they must suggest healthier alternatives.</p> <p><b>(Media Literacy)</b></p>
T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Self-assessment of exposure level to <b>tick-borne illnesses</b></li> <li>• Tea Party - students will each have a card with a term, definition or partial strategy on it. As they enter the room they must walk around checking with their peers to find a match to their card. Once all cards are matched, each “couple” shares the fact or strategy with the class.</li> </ul> <p><b>(Disease Prevention)</b></p>

<b>Stage 3 – Learning Plan</b>	
<b>Code</b>	<p style="text-align: center;"><b><i>Pre-Assessment</i></b></p> <ul style="list-style-type: none"> <li>• Students will complete a story with missing words using a word bank that will determine prior knowledge about tick-borne illness (from TimeforLyme.org or similar source)</li> <li>• Students are invited to build a healthy meal using paper plates and pictures of various foods laid out on a table. Teacher will look for color, portion and variety of food groups present.</li> </ul>

Code means the same as stage 2, and is done in the same way	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M	<p><b>Disease Prevention</b></p> <ul style="list-style-type: none"> <li>• Topic Icebreaker - Students play a game called “Guess the Object of the Game” Each students will read the name of a disease and a brief description and then stand by a “Yes” or “No” sign. After 6 diseases have been shared, students may attempt to guess the object of the game. Game continues until the object is revealed.</li> </ul>	<p><b>Disease Prevention</b></p> <ul style="list-style-type: none"> <li>• T monitors student participation, encouraging everyone to listen to their peers bc clues are hidden in each disease description. Game concludes when someone figures out the what “Yes” and “No” mean. Yes=Contagious No=Non-Contagious</li> </ul>
M	<ul style="list-style-type: none"> <li>• Students will watch a brief video introducing key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• T will add new vocabulary to the classroom word wall as terms are discussed.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>• Students will read aloud a non-fiction piece explaining what a human cell is and answering comprehension questions in whole group setting. (A Tower of Living Cells or similar text)</li> </ul>	<ul style="list-style-type: none"> <li>• T will track student responses on whiteboard and clarify meaning as needed.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>• Students will take notes during lesson SMartBoard presentation defining 4 key vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>• T will provide graphic organizer and illustrations on SmartBoard to assist all learner.</li> </ul>
T, M, A	<ul style="list-style-type: none"> <li>• Students will follow a maze of situations to reveal 4 ways pathogens can spread from person to person.</li> </ul>	<ul style="list-style-type: none"> <li>• T challenge students to revisit each correct situation to determine how pathogens traveled from person to person and track responses on the board.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>• Students will brainstorm strategies they can implement to reduce the spread of communicable disease.</li> </ul>	<ul style="list-style-type: none"> <li>• T will track responses on the board, generate a word document and hand out to students to hang in their lockers as a daily reminder.</li> </ul>
M	<p><b>Drug Abuse Prevention and Refusal Skills</b></p> <ul style="list-style-type: none"> <li>• Topic Icebreaker - “Addiction Activity” Each student receives a card; not all are the same and some are</li> </ul>	<p><b>Drug Abuse Prevention and Refusal Skills</b></p> <ul style="list-style-type: none"> <li>• T will ask guiding questions to assist students in making conclusions based on</li> </ul>

<p>T, M</p> <p>M, A</p> <p>T,, M, A</p>	<p>even blank. Students must stand up when they hear an item on their card is announced.</p> <ul style="list-style-type: none"> <li>Students will read together with small group of peers to reveal the main idea of a Scholastic Article “E-Cigarettes: What You Need to Know” (or a similar text). A scribe will write the main idea on the classroom poster. A reporter will share information with the class.</li> <li>Students will view a Brainpop video on smoking/vaping.</li> <li>Students will work in small groups to make healthy decisions based on situations provided using a 4-step decision making model</li> </ul>	<p>what they observe. Goal - students will be able to conclude that Nicotine is one of the most addictive legal drugs on the market.</p> <ul style="list-style-type: none"> <li>T will work with small groups to assist with finding the main idea, as needed.</li> <li>T will ask guiding questions.</li> <li>T will challenge students to recall at least 2 reasons why vaping is just as dangerous to their health as smoking.</li> <li>T will introduce the 4-step decision making model and provide each student with a personal copy to use during small group work.</li> </ul>
<p>M, A</p>	<p><b>Sleep Hygiene</b></p> <ul style="list-style-type: none"> <li>Students will read a poem entitled “It was a Dreadful day” (or similar text) and underline all of the bad things (consequences) that happened and discuss why these events occurred.</li> </ul>	<p><b>Sleep Hygiene</b></p> <ul style="list-style-type: none"> <li>T will assist students as needed during individual reading time.</li> <li>T will track events on a large scaled health triangle asking students to identify which area of health was negatively affected by each event.</li> </ul>
<p>M, A</p>	<ul style="list-style-type: none"> <li>Students will categorize each consequence as either social, emotional or physical.</li> </ul>	
<p>M, A</p>	<ul style="list-style-type: none"> <li>Students will view Brainpop video and verbally recall at least 2 benefits of good sleep during pair and share.</li> </ul>	<ul style="list-style-type: none"> <li>T will track benefits on a large Chart paper</li> </ul>
<p>M, A</p>	<ul style="list-style-type: none"> <li>Students will read a non-fiction piece entitled “Sleep Well” (or similar text) and answer related comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>T will track responses on the WhiteBoard highlighting the physical changes that occur during sleep</li> </ul>
<p>M</p>	<p><b>Nutrition and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Students will watch a video as an introduction to the anatomy of a nutrition food label.</li> </ul>	<p><b>Nutrition and Media Literacy</b></p> <ul style="list-style-type: none"> <li>T will show Dr. Smarty or similar video</li> </ul>

M, A	<ul style="list-style-type: none"> <li>Students will practice searching out different nutrients on various food labels presented to them in class.</li> </ul>	<ul style="list-style-type: none"> <li>T will provide each student with their own nutrient labels to explore.</li> </ul>
T, M, A	<ul style="list-style-type: none"> <li>Students will compare similar food item labels to determine the healthier choice.</li> </ul>	<ul style="list-style-type: none"> <li>T will facilitate guided discussion around “Think it Through” to help students discover the hidden message.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>Students will complete “Think it Through” to find hidden messages in the cartoon as a primer to marketing techniques.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>Students will be given “Ad Awareness” from Teamnutrition.usda.gov. (or similar source) they will come up with examples of ads they have seen that use the given marketing tactics.</li> </ul>	<ul style="list-style-type: none"> <li>T will provide printed examples of ads from various sources including magazines, newspaper, billboard, food packaging, as well as social media and game sites.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Students will look through different ads and attempt to identify the marketing tactic used.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will generate their own original ad using one of the marketing tactics covered in class to “sell” a healthy food of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>T will create a bulletin board of healthy food advertisements to display in the school cafeteria</li> </ul>
M	<p><b>Tick-Borne Illness</b></p> <ul style="list-style-type: none"> <li>Students will explore the book “lyme Disease” and other similar titles from our library to introduce the topic.</li> </ul>	<p><b>Tick-Borne Illness</b></p> <ul style="list-style-type: none"> <li>Teacher (T) will provide guiding questions for which students will seek answers from given texts.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>Students will watch a video to identify 3 myths and 3 facts.</li> </ul>	<ul style="list-style-type: none"> <li>T will facilitate whole group discussion and ask guiding questions about the video.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Students will turn and talk to recall at least 3 strategies they can implement to protect themselves from tick bites and disease.</li> </ul>	<ul style="list-style-type: none"> <li>T will facilitate whole group discussion and track student ideas on the Smartboard.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>students are given a picture and must circle all of the possible places ticks may hide.</li> </ul>	<ul style="list-style-type: none"> <li>T will provide students with the picture of hidden sources.</li> </ul>

M, A  T, A	<ul style="list-style-type: none"><li>● Using Chromebooks, students will research Lyme Disease signs and symptoms.</li><li>● Students will watch a video on the safe removal of a tick.</li></ul>	<ul style="list-style-type: none"><li>● T will provide students with a list of valid and reliable web sources for research.</li><li>● T will emphasize the importance of having a grown up remove a tick from them or a pet.</li></ul>
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