

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 4 Health

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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.

## **Health Education Grade 4**

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 units of study. The first unit addresses the social and emotional aspect of wellness and includes the following topics - Self-Advocacy; Recognizing and Responding to Emotions; Communication Skills. The second unit focuses on physical well-being and self-management. Topics include Communicable Disease Prevention; Drug Abuse Prevention and Refusal Skills; Sleep Hygiene; Nutrition and Injury Prevention; an introduction to Media Literacy.

## 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.

Session #	Unit #	Lesson Title
1-3	1	Self - Advocacy: Creating a Web of Support
4-6	1	Recognizing and Responding to Feelings
7-9	1	Body Language and Mixed Messages
10-13	2	Disease Prevention
14-17	2	Drug Abuse Prevention and Refusal skills
18-21	2	Nutrition
22-25	2	Media Literacy
26-28	2	Sleep Hygiene
29-30	2	Injury Prevention - Tick-borne Illness

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b><u>National Health Education Standards</u></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 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> Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b><u>SEL Competencies</u></b></p> <p><b>Self-Awareness:</b> The ability to accurately recognize one's own emotions, thoughts, and values.</p>	<b>Transfer</b>	
	<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>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><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 us 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>• Our physical health can have a direct impact on our emotional well being.</li> <li>• There are different ways we communicate and send messages to one another.</li> <li>• Being aware of body language and</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><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 do my emotions affect my physical well being?</li> <li>• How can someone express their feelings through their body language?</li> <li>• What role do our emotions play in our</li> </ul>

<p><b>Self-Management:</b> The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.</p>	<p>potential mixed messages are important for maintaining healthy relationships.</p>	<p>decision making?</p>
<p><b>Social Awareness:</b> The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.</p> <p><b>Relationship Skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p> <p><b>Responsible Decision-Making:</b> The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p><b><u>CT Sexual Health Education Standards</u></b></p> <p><b>Standard 1</b> - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Making healthy decisions sometimes requires seeking help with those decisions.</li> <li>• Following rules of how to behave make the classroom, school and community safer.</li> <li>• Checking in with ourselves regularly will help us know how we are feeling.</li> <li>• Our emotions affect our physical well being in different ways.</li> <li>• Recognizing our emotions is the first step in healthy emotional regulation.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Differentiating between physical feelings and emotional feeling</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>• Recognizing and communicating the physical changes in the body when experiencing strong emotions.</li> </ul>

<p>practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><b><u>Common Core Standards</u></b></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 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>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	<b>Self Advocating Trust Triangle:</b>	<b>Self Advocating:</b>
	<ul style="list-style-type: none"> <li>Visual assessment</li> <li>Students may share their representation with their peers</li> <li>Teacher will provide feedback</li> </ul>	<b>Goal:</b> Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. <b>Role:</b> Developers <b>Audience:</b> Teacher/peers <b>Situation:</b> Classroom <b>Products:</b> Visual collage <b>Success:</b> Completion of the “ <b>trust triangle</b> ” with at least one grown -up that is not a family member.
T, M, A	<b>4 Scenarios (or other similar):</b>	<b>(Decision Making)</b>
	<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>	<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.
T, M, A		

	<p><b>A rubric will be used to check off each of the three standards listed:</b></p> <ul style="list-style-type: none"> <li>• explain why</li> <li>• Identify who</li> <li>• 2 ways to ask</li> </ul> <p><b>Self-Advocacy</b></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> </ul>	<p><b>Self-Advocacy</b></p> <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.</p>
<p>M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> <li>• Matching Activity</li> <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> <li>• Self assessment</li> </ul>	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Students will match the emotion to the typical body part affected by that emotion.</li> <li>• exit slips - paper for in-person; and PearDeck addons for remote learners</li> <li>• temperature checks using red, yellow, green cards.</li> <li>• Students will complete the “Are You a Good communicator” which ranks one’s communication abilities on 10 different points. Students determine their scores independently and leave with specific areas to improve upon.</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> <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>	
<div>M, A</div> <div>T, A</div> <div>T, A</div> <div>M</div>	<p><b>Summary of Key Learning Events and Instruction</b>  <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> <li>Teacher will provide each table with the DQ and supplies to track ideas.</li> <li>Teacher 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>Teacher 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> </ul> </li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Teacher will facilitate whole group discussion.</li> <li>Teacher will debrief with open-ended questions in a whole group and small group settings.</li> <li>Teacher will track student responses.</li> <li>Teacher will monitor online comments.</li> <li>Teacher will provide feedback and ensure respectful student communication.</li> </ul>



M, A	<ul style="list-style-type: none"> <li>Students will listen to a scenario read aloud and answer questions related to body language and mixed messages.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will engage in a whole group discussion about the situation.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Teacher will provide cards and charades worksheets or similar worksheets.</li> <li>Teacher will facilitate with debriefing questions, which may 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>Teacher will read the situation and provide each student with related questions.</li> </ul> <p><b>Supplemental Self-Guided Remote Learning Activities:</b></p> <ul style="list-style-type: none"> <li><b>Recognizing Feelings</b> - Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. They will watch a brief video, read, practice recognizing feelings with 3 scenarios and listen to a story.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will provide the Pear Deck interactive slides in advance. Youtube can be the source for both video and story read aloud.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide the 3 scenarios in the slide presentation.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li><b>Decision Making</b> - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.</li> <li>Teacher provides weekly scenarios (from <i>Healthy Living Social Scenarios Flashcards</i> or similar) with guiding thoughts presented in a google slide presentation.</li> </ul>	

## **Unit 1 Recommended Resources**

### Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

### **Books:**

Exploring Emotions: A Mindfulness Guide to Understanding Feelings by Paul Christelis

Breath by Breath: A Mindfulness Guide to Feeling Calm by Paul Christelis

### **Videos:**

- Health For Children Video Series - Dealing with Feelings
- Safer Smarter Kids Curriculum - Body Boundaries
- [KidSmartz - Tell A Trusted Adult](#)

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  <b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.  <b>Standard 4:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health.  <b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  <b>Standard 6:</b> Students will demonstrate the ability to use decision-making skills to enhance health.  <b>Standard 8:</b> Advocacy Essential Question: Curricular Outcome: Students will demonstrate the ability to advocate for personal,	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <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>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <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> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <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> </ul>



<p>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 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>• Some diseases can be prevented with vaccinations.</li> <li>• The only thing that can kill viruses is the human immune system.</li> <li>• Cancer is an illness that is NOT caused by a germ.</li> <li>• Nicotine is more addictive than any illicit drug.</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 influences my healthy behaviors and decisions?</li> <li>• What prevents people from making healthy food choices?</li> <li>• What are some risk factors in my life that I can control in an effort to reduce my risk of developing cancer?</li> <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> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Recalling at least 4 strategies they can practice to reduce their risk of disease transmission.</li> <li>• Washing hands properly.</li> <li>• Refusing an offer to smoke or vape.</li> <li>• Implementing strategies to practice good sleep hygiene.</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• that our choice of every food, drink, game, clothing...etc is greatly influenced by consumer marketing tactics</li> <li>• Some diseases develop inside the body over time.</li> <li>• Some diseases are transmitted by the bite of a tick called tick-borne illnesses</li> </ul>	<ul style="list-style-type: none"> <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 unhealthy food choices by interpreting food labels.</li> <li>• Analyzing and identifying marketing tactics used to entice the consumer.</li> <li>• Identify and describe behaviors that can reduce the risk of developing disease over one's lifetime.</li> <li>• Practicing strategies that can decrease personal risk of contracting a tick-borne illness.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	<p><b>Situation examples:</b></p> <ol style="list-style-type: none"> <li>You are home alone with your sibling, who finds an open pack of cigarettes on the counter. She is curious and wants the both of you to try lighting one up.</li> <li>You are at a party and a group of friends is passing around a cigarette. As it gets passed to you, everyone's watching to see what you will do.</li> <li>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>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>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Drug Abuse Prevention Refusal skills</b>  <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.</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>clearly say “No”</li> <li>provide a reason that draws from knowledge of drugs</li> <li>avoid aggressive behavior</li> <li>demonstrate how to leave the situation (Go).</li> </ol> </li> </ul>	

T, M, A	<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 of poor sleep habits</li> </ul>	<p><b>Sleep Hygiene</b>  <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> Students are able to describe negative consequences of personal sleep barriers; and clearly communicate how they will implement their 1-2 suggested sleep helpers.</p>
T, M, A	<ul style="list-style-type: none"> <li>• Accurate nutrient comparison clearly identified.</li> <li>• The summary of findings is neat, clearly written and data supported.</li> </ul>	<p><b>Nutrition</b>  <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.</p>
T, M, A	<ul style="list-style-type: none"> <li>• Accurate risk factor identification</li> <li>• Specific positive behavior examples are identified and described</li> </ul>	<p><b>Disease Prevention</b>  <b>Goal:</b> Disease Risk Behaviors Wheel  <b>Role:</b> Detective  <b>Audience:</b> Peers  <b>Situation:</b> Students must identify and describe each risk factor  <b>Products:</b> Students will describe and discuss 8 different risk factors  <b>Standards:</b> Students will be able to differentiate between factors they can control and not control. They will be able to describe example behaviors for risk factors they can control</p>

	<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 use of specific content vocabulary, and persuasive if offering an alternative food.</li> </ul>	<p><b>Media Literacy</b>  <b>Goal:</b> Small groups will collaborate to create original advertisements using marketing tactics learned in class and then Identify the tactics used by other groups.  <b>Role:</b> Artist and Detective  <b>Audience:</b> Peers  <b>Situation:</b> Students must create and analyze consumer advertisements  <b>Products:</b> Each Group will display their original ads; Students will decide the types of marketing tactics used to try to persuade a consumer to make a purchase.  <b>Standards:</b> Students will use their knowledge of media literacy to create and analyze student generated work.</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.  <b>(Disease Prevention)</b></li> <li>• Students will differentiate between biased and unbiased media marketing tools.</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> <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>	
	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on...</i>  <b>Disease Prevention</b> <ul style="list-style-type: none"> <li>Topic Icebreaker - Students play a game called “Guess the Object of the Game” Each student 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> <li>Students will watch a brief video introducing key vocabulary.</li> <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> <li>Students will take notes during lesson SMartBoard presentation defining 4 key vocabulary words.</li> <li>Students will follow a maze of situations to reveal 4 ways pathogens can spread from person to person.</li> <li>Students will brainstorm strategies they can implement to reduce the spread of communicable disease.</li> <li>Students will be introduced to the concept of health risk factors as it relates to <b>Breast Cancer Awareness</b>, and be able to identify which factors they can control with healthy choices.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>Teacher will monitor student responses.</li> <li>Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections.</li> <li>Teacher will facilitate student self-guided experiments.</li> <li>Teacher will practice proximity control as students move about the room.</li> <li>Teacher will monitor Turn and Talk.</li> <li>Teacher will monitor individual student reading time.</li> </ul>
M		
M		
M, A		
M, A		
T, M, A		

	<ul style="list-style-type: none"> <li>• Teacher encourages student participation, encouraging everyone to listen to their peers bc clues are hidden in each disease description. Game concludes when someone figures out what “Yes” and “No” mean. (Yes=Contagious No=Non-Contagious)</li> <li>• Teacher will add new vocabulary to the classroom word wall as terms are discussed.</li> <li>• Teacher will track student responses on the whiteboard and clarify meaning as needed.</li> <li>• Teacher will provide a graphic organizer and illustrations on SmartBoard to assist all learners.</li> <li>• Teacher challenge students to revisit each correct situation to determine how pathogens traveled from person to person and track responses on the board.</li> <li>• Teacher will track responses on the board, generate a word document and hand it out to students to hang in their lockers as a daily reminder.</li> <li>• Teacher will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign</li> <li>• Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or <a href="https://SafeYoutube.com">https://SafeYoutube.com</a>, as it relates to the SNIS <b>Breast Cancer Awareness Campaign</b>.</li> </ul>	
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	<p><b><i>Drug Abuse Prevention and Refusal Skills</i></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 even blank. Students must stand up when they hear an item on their card is announced.</li> <li>• Students will read together with a 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> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will work in small groups to make healthy decisions based on situations provided using a 4-step decision making model</li> <li>• Students will write original excuses for saying no to drugs and then practice them with classmates.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher will assist students in making conclusions based on what they observe. Goal - students will be able to conclude that Nicotine is one of the most addictive legal drugs on the market.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• T will challenge students to recall at least 2 reasons why vaping is just as dangerous to their health as smoking.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <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>	
M, A	<ul style="list-style-type: none"> <li>• Teacher will provide example refusal statements.</li> </ul>	
	<p><b><i>Sleep Hygiene</i></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>	
M, A	<ul style="list-style-type: none"> <li>• Students will categorize each consequence as either social, emotional or physical.</li> </ul>	
T, A		







<p>A, T</p> <p>M, A</p> <p>T</p>	<p>protect themselves from tick bites and disease.</p> <ul style="list-style-type: none"> <li>• students are given a picture and must circle all of the possible places ticks may hide.</li> <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> <li>• Teacher (T) will provide guiding questions for which students will seek answers from given texts.</li> <li>• Teacher will facilitate whole group discussion and ask guiding questions about the video.</li> <li>• Teacher will facilitate whole group discussion and track student ideas on the Smartboard.</li> <li>• Teacher will provide students with pictures of hidden sources.</li> <li>• Teacher will provide students with a list of valid and reliable web sources for research.</li> <li>• Teacher will emphasis the importance of having a grown up remove a tick from them or a pet.</li> </ul> <p><b>Supplemental Self-Guided Remote Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Disease Prevention</b> - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying <b>risk factors</b> and their relationship to healthy decision making.</li> </ul>	
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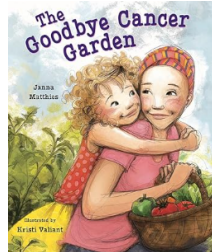
## Unit 2 Recommended Resources

### Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

### **Books:**

**The Goodbye Cancer Garden** by Janna Matthies



**Lyme Disease** by Silverstein/Nunn

### **Videos:**

- Health for Children DVD Video Series:
  - Diseases
- [BrainPop](#) - Addiction and Smoking/Vaping
- [Anatomy of a Food Label with Dr. Smarty](#) or [Nutrition Fact Labels](#)
- [TickLES](#) Educational Video - Tick bite Prevention