

North Hanover Township School District
Comprehensive Health Curriculum
Grade: Four
BOE Approved: 01/17/2023

Fourth Grade

Unit of Study: Social and Sexual Health; Safety

Pacing: One Trimester

Unit Focus:

- **A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.**
- **Applying prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.**

New Jersey Student Learning Standards

- 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.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 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.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps

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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.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 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, or 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.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
- 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

English Language Arts

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

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orally.

Social Studies

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● The class needs to be made aware that it is okay to openly speak about puberty, sexuality and growing up. ● Children may be in a socially awkward stage throughout puberty, and will begin to develop physically. ● Understanding domestic violence and/or child abuse. ● Open communication throughout the family is a strong characteristic of maintaining a healthy relationship. ● To maintain healthy relationships, you must show care, consideration, and respect for self and others. ● Interpersonal communication skills among family and friends is essential to mental health. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What changes occur socially, emotionally, and physically during puberty? ● How is body image of people through social and digital media platforms sometimes distorted by what some may think it ‘should be’ as opposed to reality? ● What are some of the emotions and feelings that people experience and how do they express them? ● What are some characteristics of signs of domestic violence? ● What is child abuse and how can it be spotted? ● What are some ways families share common values,

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- Apply appropriate behaviors that are required to keep you safe while traveling in a motor vehicle or other form of transportation
- Apply appropriate behaviors for potentially dangerous situations.
- Understand what it means to give someone space, give them privacy and respect their boundaries
- Bathing, showering, brushing teeth, washing hands, covering your mouth.
- Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease)
- Communicable diseases are often referred to as “Poverty” diseases.
- Drugs affect hygiene, mental, physical, social, and emotional health.
- Drugs are varied between illegal, prescription, and over the counter drugs.
- All drugs are capable of being misused.
- Media will sometimes portray drugs as being “cool” or have the people using the products enjoying themselves.
- Often, children are pressured into taking drugs or trying alcohol, they should say no and report the peer pressure.
- All drugs are capable of being misused.
- The abuse of drugs, alcohol, and tobacco are harmful to the brain and body

- provide emotional support, and set boundaries?
- What are unsafe behaviors while traveling in a motor vehicle or other mode of transportation?
- What makes a situation unsafe?
- What does it mean to have personal boundaries and privacy?
- What are the characteristics to describe good personal hygiene?
- What is the difference between a communicable and a non-communicable disease?
- What is Lyme disease and how can it be treated and prevented?
- What are some examples of medicine, prescriptions, and over the counter drugs?
- What are different ways the media influences drug, tobacco, and alcohol use?
- Why are drugs and alcohol unhealthy for your body?
- How does peer pressure and advertising play into drug use?
- What are different types of products that contain alcohol?
- What are the effects of drugs, alcohol, and tobacco on the human body?

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Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Penis ● Testicles ● Vagina ● Nipples ● Anus ● Puberty ● Self-care ● Adolescence ● Insecurity ● Emotions ● Sexual Orientation ● Gender Identity ● Social/Digital media ● Modes of transportation ● Personal boundaries ● privacy ● Communicable diseases ● Infectious diseases ● E-cigarettes ● Vaping ● inhalants ● Alcohol ● opioids ● cannabis 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Understanding self-care both physically and mentally ● Have the ability to discuss relationships, sexuality, and puberty in a school environment as well as with family members. ● Comparing and Contrasting relationship characteristics (healthy vs. unhealthy) ● Recognizing different emotions and how to manage them ● Demonstrate how to communicate if they feel they are being abused ● How to use disease prevention strategies in home, school, and community promotes personal health. ● Use decision-making skills to make healthy choices. ● Able to use refusal skills of drugs, alcohol, tobacco and other substances

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<ul style="list-style-type: none"> ● Tobacco ● Refusal skills 	
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> ● Discussion ● Video clip ● Handout ● Lecture ● Role play ● Online resources ● Flipchart 	<ul style="list-style-type: none"> ● Lesson Plan: Making Sense of Puberty <ul style="list-style-type: none"> ○ Resource: Making Sense of Puberty Cards ● Lesson Plan: Figuring Out Friendships ● Inside Out Movie ● Safety Handouts ● Safety Slides
Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Scenario Role Play ● Group discussion participation ● Group assessment ● Peer assessment 	<p>Other Evidence</p> <ul style="list-style-type: none"> ● Exit Ticket ● Teacher Checklists ● Teacher Observation ● Creating Posters ● Quiz/Tests

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Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students 	<ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports 	

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