

# Health Grades 3-4 Unit 4: Community Health Skills

Content Area: **Health & PE**  
Course(s):  
Time Period: **MP4**  
Length: **45**  
Status: **Published**

## NJSLS Health & PE

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HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.PP.1	Explain the relationship between sexual intercourse and human reproduction.
HE.3-5.2.1.5.PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
HE.3-5.2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
HE.3-5.2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
HE.3-5.2.1.5.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).

HE.3-5.2.1.5.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.
HE.3-5.2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
HE.3-5.2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
HE.3-5.2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
HE.3-5.2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
HE.3-5.2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
HE.3-5.2.3.5.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.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
HE.3-5.2.3.5.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.
HE.3-5.2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
HE.3-5.2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
HE.3-5.2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
HE.3-5.2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
HE.3-5.2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
HE.3-5.2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
HE.3-5.2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
HE.3-5.2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

## **Rationale and Transfer Goals**

In Unit 4 students will utilize their decision making skills they acquired in previous units to evaluate whether situations independently or with the help of others. They will analyze situations of bullying, discrimination,

violence, gang violence, and gang violence and make a decision to either combat it independently or with the help of others. For example, independently they could decide harassment is not 'ok' and choose not to do it whereas if they witness or know of a situation involving harassment then they would make the decision to consult others. In part with combatting situations of bullying, discrimination, violence, etc. students will need to understand a person's character will change overtime and that they may need to reevaluate a relationship in order to make the best possible decision moving forward. Overall students will be evaluating a situation for its positive and negative effects.

## **Enduring Understandings**

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- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- Pregnancy can be achieved through a variety of methods.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

## **Essential Questions**

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- What are the criteria for making health-related decisions independently or with the help of others?
- How can an individual help prevent and combat situations of bullying, discrimination, violence, gang violence, and harassment?
- What are interpersonal communication skills?
- How can a person's character impact their health?
- What can say about an individual and their community who participates in community service projects?
- What are the different forms of abuse?
- How can a person cope with stress and prevent it from having a negative impact on their health?

### **Content - What will students know?**

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- Wellness
- Safety
- Social and Emotional Health
- Interpersonal Communication
- Decision Making and Goal Setting
- Character Development
- Advocacy and Service
- Health Services and Information

### **Skills - What will students be able to do?**

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- Identify forms of abuse and where to seek assistance

### **Activities - How we teach content and skills.**

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- Read Alouds
- Internet Research
- Reader's Workshop
- Graphic Organizers
- Videos
- Diagrams

### **Assessments - How we know students have learned.**

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- Essays

- Posters
- Powerpoint Presentations
- Rubrics

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activities
Decision Making and Goal Setting Human Relationships and Sexuality	Unit 1-3 Unit 3	Role Play situations that can happen in school and share possible outcomes and solutions.

## Career Awareness, Exploration, Preparation, and Training

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## 21st Century Skills

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.

## Interdisciplinary Connections

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
MA.4.NF.A	Extend understanding of fraction equivalence and ordering.
SCI.3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
SCI.3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
SCI.3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.