

# Grades 3/4 Health Unit 1: Personal Growth and Wellness

Content Area: **Physical Education & Health**  
Course(s):  
Time Period: **September**  
Length: **45 days**  
Status: **Published**

## Unit Overview

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In the first unit of Health for Grades 3-5 students will explore a variety of general health topics and areas of study. They will define what it means to be “well” and identify the different areas of maintaining a healthy lifestyle. In part with learning how to maintain healthy lifestyle, they will be equipped with a set of decision making skills and strategies to make health conscious decisions in the areas of wellness, nutrition, diseases / health conditions, and fitness. Students will become more knowledgeable by interacting with their peers and the adults around them in small and whole group discussions, they will be expected to survey their environments to identify how it affects their health, create healthy meal plans for breakfast-lunch-dinner, devise a plan to combat the spread of common diseases and health conditions such as the common cold inside the classroom, and seek to incorporate more time in their day for physical fitness and activity such as going for a walk outside or joining a youth athletic organization. Overall students are given decision-making skills in order to live and maintain a healthy lifestyle.

In Unit 1, students will engage with content regarding:

- Wellness
- Nutrition
- Diseases and Health Conditions
- Fitness and Physical Activity

## Learning Targets

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I can...

- Identify factors that affect a person’s wellness.
- Create a healthy meal plan.
- Identify strategies to prevent diseases from spreading.
- Determine the effects physical activity can have on someone’s personal wellness.

## **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 principals 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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- How can heredity and/or environmental factors affect a person's wellness?
- What necessary steps can you take to prevent contracting diseases and other health conditions? How can you prevent diseases and other health conditions from spreading?
- After evaluating food items for their nutritional value, what would be healthy meal for breakfast, lunch, and dinner?
- What impact does the participation in physical activities have on the wellness of an individual?
- What is the importance of setting personal health goals?

## NJSLS Standards

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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   |

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|                     | 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.3-5.2.2.5.LF.1   | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.  |
| HE.3-5.2.2.5.LF.2   | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.   |
| HE.3-5.2.2.5.LF.3   | Proactively engage in movement and physical activity for enjoyment individually or with others.   |
| HE.3-5.2.2.5.LF.5   | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.   |
| 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.   |

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| 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).   |

## Learning Plan, Activities and Resources

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| Topic   | Activities  |
|---|---|
|   | <a href="#">FitnessHustleTV</a>   |
|   | <a href="#">Netflix Kids</a>  |
| Classroom Fitness                               | <a href="#">RSDOnline</a>   |
|   | <a href="#">PhonicsMan</a>  |
|   | <a href="#">Mister Alonso</a>   |
|   | <a href="#">Mr. G</a>   |
|   | Cardiovascular System   |
|   | <a href="#">Teacher's Guide</a>   |
|   | <a href="#">Handout: Heart Rate Data Table</a>  |
| Body Systems                                    | <a href="#">Handout: Heart Haiku</a>  |
| <a href="#">Kids Health Helpful video clips</a> | <a href="#">Poster: Get Powerful from an Hour Full of Fun (color)   (black and white)</a> |
|   | <a href="#">Poster: How The Body Works -</a>  |

[Heart \(color\) | \(black and white\)](#)

[Poster: How The Body Works - Cardiovascular \(color\) | \(black and white\)](#)

## Digestive System

[Teacher's Guide](#)

[Handout: Apple](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

## Endocrine System

[Teacher's Guide](#)

[Handout: Name That Gland](#)

[Name That Gland: Answer Key](#)

[Handout: Glandular Gratitude](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Immune System

[Teacher's Guide](#)

[Handout: Help Wanted: Leukocytes](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Don't Share Germs \(color\) | \(black and white\) | \(in Spanish, color\) | \(in Spanish, black and white\)](#)

[Poster: Wash Your Hands \(color\) | \(black and white\)](#)

## Nervous System

[Teacher's Guide](#)

[Handout: Nervous System  
Factfinder](#)

[Handout for Teachers: Brains  
Recipe](#)

[Handout: Brain Games](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works -  
Brain \(color\) | \(black and white\)](#)

## Respiratory System

[Teacher's Guide](#)

[Handout: Respiratory Relay](#)

[Handout: Breath Cards](#)

[Handout: Take a Deep Breath!  
Game Board](#)

[Poster: Get Powerful from an  
Hour Full of Fun \(color\) | \(black  
and white\)](#)

[Poster: How The Body Works -  
Lungs \(color\) | \(black and white\)](#)

## Hearing

[Teacher's Guide](#)

[Handout: Ins and Outs of Your  
Ears](#)

[Ins and Outs of Your Ears:  
Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

Functions and Processes

## Sleep

[Teacher's Guide](#)

[Handout: Sleep Log](#)

[Handout: Goodnight, Mia](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: If You Don't Snooze,  
You Lose! \(color\) | \(black and  
white\)](#)

[Infographic: Kids Can Help  
Parents Get Healthier \(color\)](#)

## Vision

[Teacher's Guide](#)

[Handout: Parts of the Eye](#)

[Parts of the Eye: Answer Key](#)

[Handout: Eyewitness News](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works -  
Eye \(color\) | \(black and white\)](#)

## Bones, Muscles, and Joints

[Teacher's Guide](#)

[Handout: Dr. Build-A-Bone's  
Laboratory](#)

[Dr. Build-A-Bone's Laboratory:  
Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works -  
Bones \(color\) | \(black and white\)](#)

Parts of the Body

[Kids Health Helpful video clips](#)



## Mouth and Teeth

[Teacher's Guide](#)

[Handout: Super Smiles Checklist](#)

[Handout: Taste Testers](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Skin

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Asthma

[Teacher's Guide](#)

[Handout: Asthma Pamphlet](#)

[Handout: Asthma Vocab](#)

[Handout for Teachers: Asthma  
Vocab Answers](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Colds and Flu

## Infections, Diseases and Conditions

[Teacher's Guide](#)

[Handout: Viral Messages](#)

[Handout: Musical Colds](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Don't Share Germs  
\(color\) | \(black and white\) | \(in  
Spanish, color\) | \(in Spanish,  
black and white\)](#)

[Poster: Wash Your Hands  
\(color\) | \(black and white\)](#)

## Concussions

[Teacher's Guide](#)

[Handout: Concussion  
Symptoms, for Teachers](#)

[Handout: Smart Ways to Protect  
Your Brain](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Diabetes

[Teacher's Guide](#)

[Handout: Just the Facts](#)

[Handout: Preventing Type 2  
Diabetes](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Eating Disorders

[Teacher's Guide](#)

[Handout: Media Tracker](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Food Allergies

[Teacher's Guide](#)

[Handout: Nut- and Egg-Free  
Recipe](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Obesity

[Teacher's Guide](#)

[Handout: Sharing Fitness Tips](#)

[Handout: Media Alert!](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Get Powerful from an Hour Full of Fun \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Breakfast

[Teacher's Guide](#)

[Handout: Great Beginnings](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Start Your Engines With a Healthy Breakfast \(color\) | \(black and white\)](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Nutrition

[Staying Healthy Explanation Information](#)

## Food Labels

[Teacher's Guide](#)

[Handout: A Tale of Two Foods](#)

[Handout: It All Adds Up](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Healthy Snacking

[Teacher's Guide](#)

[Handout: Dream Snack Machine](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## School Lunch

[Teacher's Guide](#)

[Handout: 5-Day Lunch Planner](#)

[Handout: A Winning Lunch](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None](#)

[\(color\)](#) | [\(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Conflict Resolution

[Teacher's Guide](#)

[Handout: Fairy Tale Conflict](#)

[Handout: Conflict Corner](#)

## Empathy

[Teacher's Guide](#)

[Handout: Deciding on Empathy](#)

[Handout: Empathy Award](#)

## Getting Along

[Teacher's Guide](#)

[Handout: Kindness Coupons](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Puberty, Growing Up and Emotions

[Emotions/Behaviors/Feelings Explanation Information](#)

## Peer Pressure

[Teacher's Guide](#)

[Handout: Think First](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Puberty

[Teacher's Guide](#)

[Handout: Puberty Pete](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Self-Esteem

[Teacher's Guide](#)

[Handout: Mirror, Mirror](#)

[Handout: Fable Storyboard](#)

## Bullying

[Teacher's Guide](#)

[Handout: Acting Against Bullying](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Feeling Sad

[Teacher's Guide](#)

[Handout: Let's Talk About It](#)

[Handout: Feeling Better](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Emotions and Behavioral Health

## Stress

[Teacher's Guide](#)

[Handout: Take Care of YourSELF](#)

[Handout: Morning Stressbusters](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Screen Time

[Teacher's Guide](#)

[Handout: Keeping an Eye on Screen-Time](#)

[Staying Healthy Explanation Information](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

## Germ

[Teacher's Guide](#)

[Handout: Student Survey](#)

[Handout: Student Survey  
Answer Key](#)

[Handout: Germ Art](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Don't Share Germs  
\(color\) | \(black and white\) | \(in  
Spanish, color\) | \(in Spanish,  
black and white\)](#)

[Poster: Wash Your Hands  
\(color\) | \(black and white\)](#)

## Hygiene

[Staying Healthy Explanation Information](#)

## Head Lice

[Teacher's Guide](#)

[Handout: Head Lice Rule of  
Thumb](#)

[Handout for Teachers: Head  
Lice Rule of Thumb Answer  
Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Sportsmanship

[Teacher's Guide](#)

[Handout: Sportsmanship Scenarios](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Staying Healthy Explanation Information](#)

[Teacher's Guide](#)

[Handout for Teachers: 5-2-1-Almost None \(color\)](#)

Safe and Healthy Summer

[Handout for Teachers: 5-2-1-Almost None \(black and white\)](#)

[Staying Healthy Explanation Information](#)

[Handout: Have Fun for 1!](#)

[Quiz](#)

[Quiz: Answer Key](#)

All lessons and activity resources can be found here: [Kids Health in the Classroom](#)

### Other Ideas for Lessons and Implementation/Discussion

- Read Aloud
- Internet Research
- Reader's Workshop
- Graphic Organizers
- Videos

Diagrams

### **Assessments**

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- Essays
- Posters
- Meal Plans
- Exercise Demonstrations / Plans
- Google Slides Presentations
- Lists of Goals
- Writing Pieces with Rubrics

### **Career Awareness, Exploration, Preparation, and Training**

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|-----------------|---|
| 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

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|-----------------|--|
| 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

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|--------------------|--|
| 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.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| 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.   |
| MA.4.NF.A          | Extend understanding of fraction equivalence and ordering.   |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| 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.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| 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.   |
| SCI.3-LS3-2        | Use evidence to support the explanation that traits can be influenced by the environment.  |