

**Randolph Township Schools**  
**Randolph Elementary Schools Grades 3-5 Health Curriculum**

*“To keep the body in good health is a duty...otherwise we shall not be  
able to keep our mind strong and clear.”*

*~Buddha*

**Department Name**

Marybeth Foran

**Curriculum Committee**

Haydn Bowles

Audra Marsh

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement**  
**Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS**  
**VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The 3-5 health education program is designed to give students the opportunity to examine the importance of personal growth and wellness. Students will learn how to take responsibility for one's health and will understand the essential steps towards maintaining a healthy and active lifestyle. This curriculum is designed to give students the ability to analyze various health issues to determine not only how to live healthier lives, but how to positively impact the health of others. Through skills-based activities, students will not only understand the effect that external influences have on health but also how to identify the resources and strategies available to manage health issues. The students will have a greater understanding of healthy relationships and will explain successful resolutions for problems within these relationships. To achieve these goals, this course will be guided by both the New Jersey Student Learning Standards for Comprehensive Health and Physical Education and the National Standards for Health Education.

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**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>4 weeks</b>	<b>I</b>	<b>Wellness and Injury prevention</b>
<b>3 weeks</b>	<b>II</b>	<b>Community Health and Intergraded skills</b>
<b>1 weeks</b>	<b>III</b>	<b>Alcohol, Tobacco, and Other Drugs</b>
<b>2 weeks</b>	<b>IV</b>	<b>Personal Growth and Family Life</b>

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## Randolph Elementary Schools Grades 3-5 Health Curriculum

### Unit I: Wellness and Injury Prevention

<b>TRANSFER:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
<b>NJSLS for Comprehensive Health Education:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>2.1.4.A.1. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2. Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p>	The dimensions of wellness are interrelated and impact overall personal well-being.	<ul style="list-style-type: none"> <li>How does each dimension of wellness effect the other areas?</li> </ul>
	Choosing a balanced variety of nutritious foods contributes to wellness.	<ul style="list-style-type: none"> <li>How does eating healthy affect a person's overall health?</li> </ul>
	The use of disease prevention strategies in home, school, and community promotes personal health.	<ul style="list-style-type: none"> <li>Why is disease prevention important?</li> </ul>
	Identifying unsafe situations and choosing appropriate ways to both reduce the risks and treat existing injuries contributes to the safety of self and others.	<ul style="list-style-type: none"> <li>How can we stay safe in various situations?</li> <li>What makes a situation suitable for first-aid to be applied?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Various dimensions of personal wellness interact with one another	Analyze personal fitness levels. (3/4)
	Personal health practices and behaviors can have an impact on an individual's body systems	Create and implement an individualized wellness improvement plan. (3/4)

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### Unit I: Wellness and Injury Prevention

2.1.4.B.4 Interpret food product labels based on nutritional content.	Healthy foods and unhealthy foods are made up of various components	Create a healthy meal by identifying and analyzing nutritional data. (3/4)
2.1.4.C.1 Explain how most diseases and health conditions are preventable.	Eating healthy has a direct impact on a person's overall health.	Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. (3/4)
2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.		Explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. (3/4)
2.1.4.C.3 Explain how mental health impacts one's wellness.	Creating a healthy meal must include several variables.	Create a healthy meal. (3/4)
2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Food product labels vary in terms of nutritional content.	Analyze and apply nutritional data. (3/4)
	There are ways to prevent many diseases and health conditions.	Summarize public health strategies used in preventing diseases and health conditions. (3/4)
2.1.4.D.2 Summarize the various forms of abuse and ways to get help.	Individuals can practice universal precautions to help prevent diseases and health conditions	Determine public health strategies impact on preventing diseases and health conditions. (3/4)
2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.		Evaluate the impact that mental health can have on a person's overall wellness. (3/4)
	Mental health can impact a person's wellness.	



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### Unit I: Wellness and Injury Prevention

<p>2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p> <p>2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p> <p>2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.</p>	Safe and unsafe situations have specific characteristics and strategies exist to help reduce the risk of injury.	Illustrate safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety. (3/4)
	There are different types of abuse and help is available.	Categorize different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help. (3/4)
	Unsafe traffic behaviors can have an impact on an individual's health.	Demonstrate strategies to reduce the risk of injury. (3/4)
	First -aid procedures can help treat medical injuries.	Compare and contrast potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning (3/4)
	Individual sand families have basic human needs.	Justify how preconceived attitudes and assumptions impact personal and family decisions and behaviors. (3/4)
	Violence and discrimination exist and there are strategies to prevent and resolve conflict.	Practice effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. (3/4)
	Strategies exist to cope with emotional situations.	Demonstrate ways to cope with rejection, loss and separation. (3/4)

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**Unit I: Wellness and Injury Prevention**

	Strategies exists to deal with stress.	Predict what causes stress and describe strategies to deal with stressful situations. (3/4)
	There are common causes of intentional and unintentional injuries in adolescents and preventive strategies exist.	Summarize the common causes of intentional and unintentional injuries. (5)
	Abuse should be addressed if it occurs.	Develop strategies to reduce or prevent the risk of injury at home, school, and in the community. (5)
	Individuals can contribute to making traffic safety effective.	Critique the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. (5)
	Basic first aid procedures can be used for various injuries.	Identify and explain basic first aid procedures. (5)
	Social and emotional development impacts a person's overall health.	Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development. (5)
	Strategies exist to prevent and resolve conflict.	Develop strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. (5)

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**Unit I: Wellness and Injury Prevention**

	There are various ways to deal with emotional situations.	Compare and contrast ways to cope with rejection, loss and separation (5)
	<b>KEY TERMS:</b> dimensions of wellness, personal health practices, fitness level, nutrition, nutrients, nutritional content, energy levels, healthy diet, calorie, disease prevention, universal health precautions, mental health, safety precautions, situational assessment, mental abuse, physical abuse, emotional abuse, abuse treatment, first-aid procedures, medical injuries, harassment, discrimination, bullying, social and emotional development, coping strategies.	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• List resources available for each dimension of wellness in the school and the community</li> <li>• Complete Safe vs un-safe situational analysis activity</li> <li>• Create non-verbal communication first-aid &amp; safety signs</li> <li>• Create a school de-stress action plan</li> <li>• Complete exit ticket</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Stress lab</li> <li>• Gallery walk</li> <li>• Small group presentations</li> <li>• Current event discovery</li> </ul>		

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**Unit I: Wellness and Injury Prevention**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<b>Internet Resources (including but not limited to)</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.safekids.org">www.safekids.org</a> (Safe Kids Worldwide) <a href="https://www.shapeamerica.org/standards/health/">https://www.shapeamerica.org/standards/health/</a> (Shape America National Standards) <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart) <a href="https://www.thegreatbodyshop.net">https://www.thegreatbodyshop.net</a> (The Great Body Shop) The Power of a Plant: A Teacher’s Odyssey to Grow Healthy Minds and Schools (Book by Stephen Ritz)

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**Unit II: Community Health and Integrated Skills**

<b>TRANSFER:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.		
<b>STANDARDS:</b>  <b>NJSLS for Comprehensive Health Education:</b>  2.2.4.A.1 Demonstrates effective interpersonal communication in health- and safety-related situations.  2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.  2.2.4.B.1 Use the decision-making process when addressing health-related issues.  2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
	Effective communication may be a determining factor in both the outcome of health- and safety-related situations and the basis for strengthening relationships and resolving conflicts.	<ul style="list-style-type: none"> <li>• Why is effective communication important?</li> <li>• What qualities make a strong relationship?</li> <li>• Why do we have conflicts?</li> </ul>
	Many health-related situations require the application of a thoughtful decision-making process.	<ul style="list-style-type: none"> <li>• Why are is decision making important?</li> </ul>
	Character and personal core ethical values impact the health of oneself and others and can be influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	<ul style="list-style-type: none"> <li>• What are core values?</li> <li>• What or who can influence our character and values?</li> </ul>
	Communicating health needs to trusted adults and professionals assists in the	<ul style="list-style-type: none"> <li>• Who can we go to when we have health needs?</li> </ul>

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**Unit II: Community Health and Integrated Skills**

2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assist in addressing health needs and emergencies.	prevention, early detection, and treatment of health problems.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.	Effective communication can impact health and safety related situations.	Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (3/4)
2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Effective communication is key to preventing and resolving conflicts.	Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. (3/4)
	Decision making is important when dealing with health issues.	Recommend effective decision- making strategies to identify and resolve potential situations. (3/4)
2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Health decision can be made independently or with the help of others.	Compose a list of criteria in which you should analyze situations to determine when a health - related decision should be made independently or with the help of others. (3/4)
2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.	External factors can influence an individual's decision-making process.	Predict how the decision-making process could be influenced by others. (3/4)
	Personal health goals are important to one's overall health.	Create a personal health goal. (3/4)
2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.		

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**Unit II: Community Health and Integrated Skills**

2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	An individual's character can develop over time.	Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social). (3/4)
	The character of an individual can impact others.	Explain personal character traits that promote wellness and their importance in the local and world community. (3/4)
	The treatment of individuals with disabilities can have both a positive and negative impact on that individual.	Discuss the importance of treating individuals with disabilities with respect. (3/4)
	Participation in service projects can impact an individual.	Hypothesize the impact that participating in different types of service projects may have on community wellness (environmental, social). (3/4)
	Health services are available to address health needs and problems.	List specific health services in school and community and explain how these services assist people in addressing health emergencies and needs. (3/4)
	Knowing when and how to ask for help is important when dealing with health problems.	Identify when and how to seek the proper help when oneself or others are experiencing a health emergency. (3/4)
	Verbal and nonverbal communication can impact the health of oneself and others.	Create scenarios and role plays that depict interpersonal communication strategies in various settings and cultures. (5)

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**Unit II: Community Health and Integrated Skills**

	An individual's character can help an individual deal with challenging situations.	Predict how the use of negotiation, refusal, and assertiveness skills can play an important role in being able to communicate with others. (5)
	Some situations may challenge an individual's character.	Develop methods and strategies that will promote character development in individual, group, and team environments. (5)
	Individuals with disabilities should be included in all activities.	Assess situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. (5)  Design strategies for inclusion for individuals with disabilities. (5)
	<b>KEY TERMS:</b> decision making, interpersonal communication, decision making process, ethical values, service project, character building, personal health goal, verbal and non-verbal communication, emergency situations, situational analysis, social environment, inclusion.	
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>		



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### Unit II: Community Health and Integrated Skills

- Design a conflict resolution playbook
- Conduct a personal core values evaluation
- Compare/Contrast health situations and emergencies and their respective resources.
- Identify decision making skills based on core values scenarios
- Complete exit ticket

#### KEY LEARNING EVENTS AND INSTRUCTION:

- Graphic organizer that supports/hinders goal achievement
- Coffee house pair/share
- Brainstorm reasons why groups/teams succeed or fail
- Team building activities
- Take a stand on a social health topic
- Journal writing

<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<b>Internet Resources (including but not limited to):</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.org">www.cdc.org</a> (Center for disease Control) <a href="http://www.charactercounts.org">www.charactercounts.org</a> (Character Counts) <a href="http://www.common sense media.org">www.common sense media.org</a> (Common Sense Education) <a href="https://www.shapeamerica.org/standards/health/">https://www.shapeamerica.org/standards/health/</a> (Shape America National Standards) The Power of a Plant: A Teacher's Odyssey to Grow Healthy Minds and Schools (Book by Stephen Ritz)

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**Unit III: Alcohol, Tobacco, and Other Drugs**

<b>TRANSFER:</b>		
<b>STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>NJSLS for Comprehensive Health Education</b> 2.4.A.1 Distinguish between over the counter and prescription medicines  2.3.4.A.2 Determine possible side effects of common types of medicines.  2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.  2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.  2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<ul style="list-style-type: none"> <li>Why are there different types of medicines?</li> </ul>
	Use of drugs in unsafe ways is dangerous and harmful and can lead to substance abuse.	<ul style="list-style-type: none"> <li>What are the dangers of drug abuse and misuse?</li> <li>What are the warning signs of someone who is abusing drugs?</li> </ul>
	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	<ul style="list-style-type: none"> <li>How can drugs affect a person's overall health?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:

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**Unit III: Alcohol, Tobacco, and Other Drugs**

2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	Various medicines have pertinent information on the label.	Interpret a medicine label and identify pertinent information provided for responsible use. (3/4)
2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.	All medicines have possible side effects.	Explain the possible side effects that medicines may cause even when used appropriately. (3/4)
2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	Some drugs are illegal.	Defend the laws associated with the illegal use of alcohol, tobacco, and other drugs. (3/4)
2.3.4.C.2 Differentiate between drug use, abuse, and misuse.	Tobacco use has both short and long-term effects.	Discuss the possible short/long term effects and consequences that the use and abuse of tobacco could have on one's health. (3/4)
2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	Secondhand smoke can impact nonsmokers.	Describe situations or environments where secondhand smoke could impact the health of nonsmokers. (3/4)
2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over the counter and prescription medicines and herbal and medicinal supplements.	Secondhand smoke can impact nonsmokers.	Illustrate the possible short/long term effects and consequences that the use and abuse of alcohol could have on one's health. (3/4)
	Alcohol use and abuse has both short and long-term effects.	List the possible short/long term effects and consequences that the use and abuse of inhalants could have on one's health. (3/4)

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**Unit III: Alcohol, Tobacco, and Other Drugs**

<p>2.3.6.A.2 Compare information found on over the counter and prescription medicines.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>	Some individuals can end up having a drug use problem.	Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. (3/4)
	There are appropriate and inappropriate ways to use drugs.	Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences. (3/4)
	External factors exist that can influence a person's decision to experiment with drugs.	Predict external factors that could influence a person's decision to experiment with drugs. (3/4)
	There are both short and long-term effects of medicines and supplements.	Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication. (5)
	There are signs and symptoms associated with inhalant abuse.	Summarize the signs and symptoms of a person who is abusing inhalants and determine how it affects personal wellness both short term and long term. (5)

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**Unit III: Alcohol, Tobacco, and Other Drugs**

	<p>Injected drug use can lead to various diseases.</p>	<p>Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. (5)</p>
	<p><b>KEY TERMS:</b> over-the-counter medicine, prescription medicine, physical side effects, psychological side effects, illegal drugs, short and long-term effects, drug abuse and misuse, drug legality, experimentation, influence, identifying drug abuse signs, intravenous, HIV/AIDS.</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast short and long-term effects of drug use</li> <li>• Create a graphic to represent physical &amp; psychological side effects of drug use</li> <li>• Analyze drug &amp; alcohol ad and persuasion techniques</li> <li>• Participate in role play and refusal strategies</li> <li>• Identify substance abuse treatment information and strategies</li> <li>• Complete exit ticket</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Learning stations</li> <li>• Alcohol impairment activities</li> <li>• Agree/disagree activities</li> <li>• Using visuals/manipulatives to enhance learning</li> </ul>		

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**Unit III: Alcohol, Tobacco, and Other Drugs**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>1 week</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<b>Internet Resources (including but not limited to):</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.org">www.cdc.org</a> (Center for Disease Control) <a href="http://www.drugfree.org">www.drugfree.org</a> (Partnership for Drug-Free Kids) <a href="http://www.common sense media.org">www.common sense media.org</a> (Common Sense Media) <a href="https://www.shapeamerica.org/standards/health/">https://www.shapeamerica.org/standards/health/</a> (Shape America National Standards) <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart) <a href="https://www.thegreatbodyshop.net">https://www.thegreatbodyshop.net</a> (The Great Body Shop) The Power of a Plant: A Teacher’s Odyssey to Grow Healthy Minds and Schools (Book by Stephen Ritz)

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**Unit IV: Personal Growth and Family Life**

<b>TRANSFER:</b>		
<b>STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	The family unit encompasses the diversity of family forms in society.	<ul style="list-style-type: none"> <li>What are the different types of family units?</li> </ul>
2.3.4.A.2 Determine possible side effects of common types of medicines.	Healthy relationships require a mutual commitment.	<ul style="list-style-type: none"> <li>What is a healthy relationship?</li> </ul>
2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<ul style="list-style-type: none"> <li>What are the noticeable changes that take place during puberty?</li> <li>Why do people go through puberty at different rates?</li> </ul>
2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.	Knowing the physiological process of how pregnancy occurs as well as development of the baby leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	<ul style="list-style-type: none"> <li>What is a healthy environment for a pregnant mother?</li> <li>How is the baby affected by the birth mother's health?</li> </ul>
2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.		
2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>

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<p>2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.</p> <p>2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.4.C.2 Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p> <p>2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over the counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.</p>	There are many qualities to a family.	Describe the qualities (common values, love, emotional support) that form healthy family relationships. (3/4)
	Family can influence relationships.	Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. (3/4)
		Identify the characteristics and traits (physical, social, emotional) of adolescent development. (3/4)
	Various changes occur during puberty.	Hypothesize why puberty begins and ends at different times for each individual person. (3/4)
	Fertilization is an important process that leads to pregnancy.	Illustrate the fundamental stages of fetal development during pregnancy. (3/4)
	The health of the mother can impact the health of the fetus.	Predict how the health of the mother directly affects the health of the fetus. (3/4)
	Families can experience changes over time.	Discuss the possible changes that families may experience over time. (5)



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2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	Healthy relationships have specific characteristics.	Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. (5)
	Adolescents are involved in various relationships.	Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. (5)
	Resolving problems is an important part of relationships.	Demonstrate effective strategies in resolving problems in relationships. (5)
	<b>KEY TERMS:</b> emotional support, boundaries, healthy relationships, puberty, physical changes, fertilization, embryo, fetus, fetus development, adolescents, dating, trust, communication, physical development.	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Create a family communication guide
- Compare/contrast physical/social/emotional changes during puberty.
- Complete a healthy friendship checklist
- Complete exit ticket

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<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Debate a health topic</li> <li>• Presentations</li> <li>• Relationship scenarios</li> <li>• Learning stations</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Internet Resources (including but not limited to):</b></p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health)</p> <p><a href="http://www.cdc.org">www.cdc.org</a> (Center for Disease Control)</p> <p><a href="http://www.plannedparenthood.org/learn/parents">www.plannedparenthood.org/learn/parents</a> (Planned Parenthood)</p> <p><a href="http://www.babycenter.com">www.babycenter.com</a> (Baby Center-Expert Information about Pregnancy and Parenting)</p> <p><a href="https://www.shapeamerica.org/standards/health/">https://www.shapeamerica.org/standards/health/</a> (Shape America National Standards)</p> <p>The Power of a Plant: A Teacher's Odyssey to Grow Healthy Minds and Schools (Book by Stephen Ritz)</p> <p><a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart)</p> <p><a href="https://www.thegreatbodyshop.net">https://www.thegreatbodyshop.net</a> (The Great Body Shop)</p>