Winslow Township School District
Grade 4
Unit 1: Personal Safety

Overview: This Unit will practice the correct safety measures to ensure personal safety in everyday life. Concentrating on basic safety topics such as bike safety, fire safety, water safety and internet safety.

Overview	Standards for Personal Safety Content	Unit Focus	Essential Questions
Unit 1: Personal Safety	• 2.3.5.PS.1 • 2.3.5.PS.2 • 2.3.5.PS.3 • 2.3.5.PS.4 • 2.3.5.PS.5 • 2.3.5.PS.6 • WIDA1	• Careful and Careless Behavior • Bike safety • Fire safety • Keeping your body safe • Rules for safe play • Understanding my Body • Physical Differences and Similarities • Relationship between exercise and nutrition • Wellness • Feelings and Emotions • Stress and Coping • Locating Trusting Adults • Communication Skills • Expression of Feelings • Helping Others	• How do personal health choices impact our own health as well as the health of others? • How can a personal commitment to wellness influence the health of others? • How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life? • Why is it so difficult to educate people about risky behaviors? • Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
Unit 1: Enduring Understandings	• Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health. • It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture. • Peers and the media also have a significant impact on food choices and the availability of healthy options.		

	- Making healthy eating choices is an important part of achieving and sustaining wellness. - Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy. - Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. - Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.	

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Personal Safety Curriculum Unit 1	Standards		Pacing	
			Week	Unit Weeks
	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.	1	
	2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).	1	
	2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	1	
	2.3.5. PS.4	Develop strategies to safely communicate through digital media with respect.	1	8
	2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.	1	
	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.	1	
		Assessment, Re-teach and Extension	2	

Unit 1 Grade 4		
Core Idea	**Indicator #**	**Performance Expectations**
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
	2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
	2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
There are strategies that individuals can use to communicate.	2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
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	2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
	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.

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Assessment Plan	
Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Alternative Assessments: • Quizzes/homework/teacher observation/projects
Resources	**Activities**
Drawing related to topics or content Entrance or Exit cards Game Activities Informational surveys/Questionnaires/Inventories Initiating Activities Interest Survey KWL charts and other graphic organizers Open-ended Questioning Picture Interpretation Prediction Self-evaluations Student demonstrations and discussions Student products and work samples Table Top discussions Teacher observation/checklist Teacher prepared pretest Content Surveys Anticipatory Chart Quick Write Popcorn Sharing	2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3 • SW list the different types of safety drills. • SW create their own escape plans for fire drills at home. • SW list unsafe behaviors that could cause injuries when traveling in motor vehicles and when using other modes of transportation. 2.3.5.PS.4 • SW make a list of different warning signs and symbols and explain the reasoning behind each sign. 2.3.5.PS.5 •SW demonstrate ways to respect other people's personal boundaries. • Generate a list of rules for being a good digital citizen while using the internet. • SW will be able to label and describe using verbal and non-verbal boundaries for your own well-being.

Admit Slip Response Card **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	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. • SW role play different scenarios and explain how they would react to the situations.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).   The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations   will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP   specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative   assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all   students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate   in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

Modifications for At-Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments as needed. • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grade 1 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in health practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of Computer Science and Design Thinking NJSLS 8
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.