

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
HEALTH/FAMILY LIFE CURRICULUM  
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how total health reduces health risks.</li> <li>• Identify ways to improve health and wellness.</li> <li>• Describe the importance of practicing healthful behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will brainstorm a list of actions they take to keep their health strong. Have students share with classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p. A2-9</li> <li>• Health Masters Book..</li> </ul>	<ul style="list-style-type: none"> <li>• Completed lists</li> <li>• P.1-2 Health Masters Book.</li> </ul>	<p>2.1 F.4 2.1 A.3 2.1 C.4 2.1 B.3</p>
<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Describe a healthy personality.</li> <li>• Identify the six parts of good character.</li> <li>• Explain how to use self-statements as a reminder of the responsible way to act.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students in small groups will write a rap song describing the six traits of good character. Have students share with classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p. A10-15</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Songs</li> <li>• P.3-4 Health Masters Book.</li> </ul>	<p>2.2 A.2 D.1</p>
<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Describe the difference between a responsible decision and a wrong decision.</li> <li>• Identify factors that influence decisions.</li> <li>• List and apply the steps to making responsible decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Present Playground Scenario to students, P. A-20 teachers manual.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p. A16-21</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Scenario</li> <li>• P.5-7 Health Masters Book.</li> </ul>	<p>2.2 B.1,2,3</p>

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<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe ways to have a healthy self-concept.</li> <li>Describe how to set and achieve short-term and long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment and fill in a two-column chart with the cause and effects to a healthful self-concept.</li> <li>Students will construct a Health Behavior Contract and monitor their progress.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.A22-25</li> <li>Health Masters Book.</li> <li>Transparency 48 Graphic Organizer: <i>Cause and Effect Table</i></li> </ul>	<ul style="list-style-type: none"> <li>Students finished Contract</li> <li>P.8-9 Health Masters Book.</li> </ul>	<p>2.1 A.1 2.2 C.1</p>
<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<ul style="list-style-type: none"> <li>Identify different kinds of emotions.</li> <li>Describe healthful ways to express emotions.</li> <li>Explain healthful ways to prevent boredom.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students track their feelings using five symbols representing the five emotions for a specified amount of time.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.A26-31</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Student's Feelings Chart.</li> <li>P.10-11 Health Masters Book.</li> </ul>	<p>2.2 A.3 2.1 F.6</p>
<b>MENTAL &amp; EMOTIONAL HEALTH</b>	<ul style="list-style-type: none"> <li>Describe how the body responds to stress.</li> <li>Explain ways to manage stress.</li> <li>Explain the health benefits of a positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will develop a plan for managing stress and implement it.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.A32-37</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Students stress management plan.</li> <li>P.12-13 Health Masters Book.</li> </ul>	<p>2.1 F.5 2.1 B.3</p>
<b>FAMILY AND SOCIAL HEALTH</b>	<ul style="list-style-type: none"> <li>Describe how to show respect in relationships.</li> <li>Identify healthful ways to communicate with others.</li> <li>List ways to help others be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students in pairs create a comic strip demonstrating different ways to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.A42-49</li> <li>Health Masters Book.</li> <li>Paper for comic strips.</li> </ul>	<ul style="list-style-type: none"> <li>Students comic strips.</li> <li>P.15-16 Health Masters Book.</li> </ul>	<p>2.2 A.3 2.4 A.5</p>

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<b>FAMILY AND SOCIAL HEALTH</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define <i>self-control</i>.</li> <li>• List strategies for controlling angry feelings.</li> <li>• Describe ways to stay away from fights.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students complete pg 17 in Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.A50-55</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheet</li> <li>• P.17-19 Health Masters Book.</li> </ul>	<p>2.1 F.4 2.2 A.3</p>
<b>FAMILY AND SOCIAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Explain the importance of being close to family members.</li> <li>• Describe how family affects health.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• On index cards have students write their family rules then create a bar graph using index cards from all the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.A58-61</li> <li>• Health Masters Book.</li> <li>• Index Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in graphing activity.</li> <li>• P.21-22 Health Masters Book.</li> </ul>	<p>2.4 A.1,5</p>
<b>FAMILY AND SOCIAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Describe ways that family members work together.</li> <li>• Explain how a family adjusts to change.</li> <li>• Describe ways to adjust if parents separate or divorce.</li> <li>• Describe how families adjust to new family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Have students design a puzzle illustrating their family working together as a whole. What happens if one family member is not part of the puzzle?</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.A62-67</li> <li>• Health Masters Book.</li> <li>• Blank puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished puzzles.</li> <li>• P.23-24 Health Masters Book.</li> </ul>	<p>2.4 A.3,5 2.1 F.1,6</p>

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<b>FAMILY AND SOCIAL HEALTH</b>	Students will be able to: <ul style="list-style-type: none"> <li>• List the actions of true friends.</li> <li>• Explain how to use resistance skills.</li> <li>• Identify the influence peers can have on character.</li> <li>• Describe healthful ways to make friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students design skits illustrating True Friends, Resistance Skills and Ways to Make Friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.A68-73</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students Skits.</li> <li>• P.25-28 Health Masters Book.</li> </ul>	2.4 A.6 2.2 D.2
<b>FAMILY AND SOCIAL HEALTH</b>	<ul style="list-style-type: none"> <li>• List actions to take when you feel left out.</li> <li>• Describe what to do when others try to harm you.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students complete pg 29 in Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.A74-79</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished worksheet.</li> <li>• P.29-30 Health Masters Book.</li> </ul>	2.2 B.3 2.2 A.3 2.1 E.1,4 2.1 F.4,6
<b>GROWTH AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Describe how the human body is organized.</li> <li>• Explain how body systems work.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students complete pg 32 in Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B2-7</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished worksheet.</li> <li>• P.31-34 Health Masters Book.</li> </ul>	2.1 B.1

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<b>GROWTH AND DEVELOPMENT</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the structure skeletal system and how to keep bones strong.</li> <li>• Describe the structure and function of the muscular system and how to keep muscles strong and flexible.</li> <li>• Describe the structure and function of the skin and behaviors that protect it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students make a three column chart titled Body Systems. Enter information learned about each system, skeletal, muscular system, and the skin.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B8-13</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished chart.</li> <li>• P.35-38 Health Masters Book.</li> </ul>	<p>2.1    B.1 2.5    B.1</p>
<b>GROWTH AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Describe the structure and function of the digestive, circulatory, respiratory, and nervous system and behaviors that will protect them.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students construct a four column chart titled Body Systems. As assignment is read students will list the organs that make up each system, Digestive, Circulatory, Respiratory and Nervous System.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B14-19</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Body System charts.</li> <li>• P.39-42 Health Masters Book.</li> </ul>	<p>2.6    A.3 2.1    C.4</p>

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<b>GROWTH AND DEVELOPMENT</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List the factors that affect growth.</li> <li>• Describe ways that you have changed since birth and how you are changing during childhood.</li> <li>• Explain why you are unique.</li> <li>• Identify different ways in which people learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Allow students to pantomime how a person would act at different ages based on an index card with an age on it they picked.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B20-25</li> <li>• Health Masters Book.</li> <li>• Index cards with different ages on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Students Pantomime.</li> <li>• P.43-45 Health Masters Book.</li> </ul>	<p>2.1      B.1,2,3</p>
<b>GROWTH AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Describe changes that occur in adolescence.</li> <li>• Describe changes that will occur in adulthood.</li> <li>• List habits to practice for healthful growth and aging.</li> <li>• Identify the final stage of the life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students are to make a “family” photo album of a fictional family using pictures from magazines or drawing, depicting every stage of the human life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B26-31</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Family photo</li> <li>• P46-47 Health Masters Book.</li> </ul>	<p>2.1      B.1,2,3</p>
<b>NUTRITION</b>	<ul style="list-style-type: none"> <li>• List the important nutrients.</li> <li>• Describe energy sources for the body.</li> <li>• Explain why your body needs water, vitamins, and minerals.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• While reading assignment students are to look for facts that support the conclusion: Choosing healthful foods helps keep me healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B36-43</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students supporting facts to conclusion.</li> <li>• P49-50 Health Masters Book.</li> </ul>	<p>2.1      C.2,4</p>

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<b>NUTRITION</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List the groups in MyPyramid and their recommended amounts.</li> <li>• List ways to follow the Dietary Guidelines.</li> <li>• Identify healthful ways to eat.</li> <li>• Describe how table manners help keep you safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students are to evaluate the three meals they had the day before using MyPyramid.</li> <li>• Have students list 15 favorite foods and identify which food group each belongs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B44-49</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students evaluation of meals and favorite foods.</li> <li>• P51-54 Health Masters Book.</li> </ul>	<p>2.1 C.1,4 2.1 E.1 2.2 C.1,2</p>
<b>NUTRITION</b>	<ul style="list-style-type: none"> <li>• Explain the importance of reading food labels.</li> <li>• Identify appeals found in food ads.</li> <li>• Explain how to eat healthfully at fast-food restaurants.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Provide students with food ads and have students determine how the ad is trying to entice people to buy the product.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B50-53</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students evaluation of food ads.</li> <li>• P55-58 Health Masters Book.</li> </ul>	<p>2.1 C.1,2,3,4</p>
<b>NUTRITION</b>	<ul style="list-style-type: none"> <li>• Describe a balanced diet.</li> <li>• Explain why you need to eat a healthful breakfast.</li> <li>• Identify ways to compare meals at fast-food restaurants.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Using menus from restaurants have students select a combination of foods to represent a balanced meal.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B54-59</li> <li>• Health Masters Book.</li> <li>• Restaurant menus.</li> </ul>	<ul style="list-style-type: none"> <li>• Students selection of food to make a balanced meal.</li> <li>• P59-61 Health Masters Book.</li> </ul>	<p>2.1 C.1,2,3,4</p>

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<b>NUTRITION</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify ways people may adversely react to foods.</li> <li>• Explain ways to prevent food- borne illness.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students complete pg 63 in Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B62-65</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished work sheet.</li> <li>• P62-63 Health Masters Book.</li> </ul>	2.1      D.5
<b>NUTRITION</b>	<ul style="list-style-type: none"> <li>• Explain how to balance food intake with physical activity.</li> <li>• Identify ways to maintain a healthful weight.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will make a list of out-of-school activities that are enjoyable and help promote fitness and health. Compare activities and create a bar graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.B66-69</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students activity lists.</li> <li>• P64-66 Health Masters Book.</li> </ul>	2.1      C.1,2 2.2      C.1,2
<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>• List the role of each member of your health-care team.</li> <li>• Describe ways to take care of your eyes.</li> <li>• Describe ways to take care of your ears.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will label parts of the eye and ear.</li> <li>• Students will complete activity sheet pg.68</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C2-9</li> <li>• Health Masters Book.</li> <li>• Diagram of an eye and an ear.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet.</li> <li>• P67-70 Health Masters Book.</li> </ul>	2.1      A.2 2.2      F.1
<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Describe the structure and function of teeth.</li> <li>• List ways to care for teeth and gums.</li> <li>• Describe ways to protect teeth against injury.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Invite a local dentist/hygienist to your class to speak about mouth care.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C10-15</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P71-73 Health Masters Book.</li> </ul>	2.1      A.2 2.1      B.1 2.1      E.1

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<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to choose grooming products.</li> <li>• Identify ways the media tries to influence health behaviors.</li> <li>• List ways to care for skin, hair, and nails.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.75</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C16-19</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet.</li> <li>• P74-75 Health Masters Book.</li> </ul>	<p>2.1 A.2,3 2.1 F.2 2.2 B.2</p>
<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Describe the physical, mental, and social benefits of physical activity.</li> <li>• Explain why you need each of the five kinds of physical fitness.</li> <li>• List fitness skills you can use when playing sports and games</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will make a collage of sports and physical activities using magazines or their own drawings. Label each picture with an action word.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C20-25</li> <li>• Health Masters Book.</li> <li>• Magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students finished collages.</li> <li>• P76-78 Health Masters Book.</li> </ul>	<p>2.6 A.1,2</p>
<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>• List tests that measure fitness.</li> <li>• Identify five exercises involved in a fitness test.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.80</li> <li>• Students will discuss their experience with the physical fitness tests in gym class.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C26-29</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participation in discussion.</li> <li>• Completed activity sheet.</li> <li>• P79-80 Health Masters Book.</li> </ul>	<p>2.6 C.3</p>

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<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the difference between aerobic and anaerobic exercise.</li> <li>Identify lifetime sports you can enjoy now.</li> <li>Explain the importance of taking responsibility for developing and maintaining a personal fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will design a physical fitness plan and a health behavior contract</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.C30-35</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Students Physical Fitness Plan</li> <li>P81-83 Health Masters Book.</li> </ul>	<table border="0"> <tr> <td>2.2</td> <td>C.1,2</td> </tr> <tr> <td>2.6</td> <td>A.1</td> </tr> <tr> <td>2.6</td> <td>B.1</td> </tr> <tr> <td>2.6</td> <td>C.2</td> </tr> </table>	2.2	C.1,2	2.6	A.1	2.6	B.1	2.6	C.2
2.2	C.1,2												
2.6	A.1												
2.6	B.1												
2.6	C.2												
<b>PERSONAL HEALTH AND PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>Explain how you can be a good sport and a good teammate.</li> <li>Identify ways to stay safe when you exercise and play sports.</li> <li>Describe how sleep affects performance.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will choose a game that they know the rules to. Have them explain how the rules keep the game safe and fair for all players.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.C36-39</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Students Explanation how rules work.</li> <li>P84-85 Health Masters Book.</li> </ul>	<table border="0"> <tr> <td>2.5</td> <td>D.1,2</td> </tr> <tr> <td>2.5</td> <td>E.1</td> </tr> <tr> <td>2.6</td> <td>C.6</td> </tr> </table>	2.5	D.1,2	2.5	E.1	2.6	C.6		
2.5	D.1,2												
2.5	E.1												
2.6	C.6												
<b>VIOLENCE AND INJURY PREVENTION</b>	<ul style="list-style-type: none"> <li>List safety rules to prevent falls.</li> <li>List safety rules to follow in case of fire.</li> <li>Describe the elements of a family fire escape plan.</li> <li>List safety rules in case of an earthquake.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Have students design a poster showing safety at home, school, and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.C44-51</li> <li>Health Masters Book.</li> <li>Transparency 42, graphic organizer: Three-column chart.</li> </ul>	<ul style="list-style-type: none"> <li>Students posters.</li> <li>P87-90 Health Masters Book.</li> </ul>	<table border="0"> <tr> <td>2.1</td> <td>E.1</td> </tr> <tr> <td>2.2</td> <td>B.3</td> </tr> </table>	2.1	E.1	2.2	B.3				
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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>VIOLENCE AND INJURY PREVENTION</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List Safety rules to follow for walking, swimming, and in the water.</li> <li>• Explain how personal flotation devices, HELP, and huddle methods prevent drowning.</li> <li>• List ways to stay safe in cold and hot weather thunderstorms, tornadoes, and floods.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Invite a U.S Coast Guard to speak about being safe outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C52-57</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation.</li> <li>• P91-93 Health Masters Book.</li> </ul>	2.1      E.1
<b>VIOLENCE AND INJURY PREVENTION</b>	<ul style="list-style-type: none"> <li>• List safety rules for riding a bike or a scooter.</li> <li>• Identify the meaning of different safety signs that are posted on roads.</li> <li>• List safety rules for skating, riding in a car and a bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.95</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C58-63</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet</li> <li>• P94-96 Health Masters Book.</li> </ul>	2.1      E.1
<b>VIOLENCE AND INJURY PREVENTION</b>	<ul style="list-style-type: none"> <li>• List ways to stay safe from strangers at home and in the community.</li> <li>• Describe what to do if you get an unsafe touch and ways to recover from violence.</li> <li>• Explain safety rules to prevent injury from guns and knives.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will write a short story about a young person who is home when someone knocks at the door.</li> <li>• Invite a Police Officer to come and speak about staying safe from weapons.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C64-69</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Students Stories.</li> <li>• Teacher Observation</li> <li>• P97-98 Health Masters Book.</li> </ul>	2.1      E.1,3,4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>VIOLENCE AND INJURY PREVENTION</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List safety rules to protect yourself from violence.</li> <li>• List reasons to stay away from gangs.</li> <li>• Name ways to avoid gangs.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Invite a Police Officer to come and speak about being safe from Gangs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C70-73</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P99-100 Health Masters Book.</li> </ul>	<p>2.1      E.1,3,4</p>
<b>VIOLENCE AND INJURY PREVENTION</b>	<ul style="list-style-type: none"> <li>• Describe how to put together a first aid kit with a parent or guardian.</li> <li>• Describe what an emergency is.</li> <li>• Explain when and how to call for emergency help.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Invite the School Nurse to come and speak about first aid.</li> <li>• Have students discuss any situations they may have been in where first aid was needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C74-77</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> <li>• P101-103 Health Masters Book.</li> </ul>	<p>2.2      F.1,2</p>
<b>VIOLENCE AND INJURY PREVENTION</b>	<ul style="list-style-type: none"> <li>• Describe how to administer first aid for small cuts, deep cuts, scrapes, and nosebleeds.</li> <li>• Describe first aid for sprains, burns, and choking.</li> <li>• Describe first aid for rashes from plants and insects.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will act out how to administer first aid for various injuries.</li> <li>• Show photographs of different poisonous plants and have students draw them.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.C80-85</li> <li>• Health Masters Book.</li> <li>• Pictures of poisonous plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Students drawings.</li> <li>• Teacher Observation</li> <li>• P105-106 Health Masters Book.</li> </ul>	<p>2.1      E.3</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List safety rules for taking prescription drugs.</li> <li>• Name safety rules for taking over-the-counter drugs.</li> <li>• Identify ways to prevent drug misuse.</li> <li>• Identify ways to prevent drug abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Invite a Pharmacist to speak to the class.</li> <li>• Have students attend a Grade Four assembly called "Slim Goodbody," which is set up by the nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D2-9</li> <li>• Health Masters Book.</li> <li>• Guest Speaker</li> <li>• Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P107-110 Health Masters Book.</li> </ul>	<p>2.3 A.1,3 2.3 C.3</p>
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<ul style="list-style-type: none"> <li>• Describe ways that alcohol harms physical health, mental and emotional health and family and social health.</li> <li>• List ten reasons to say "no" to drinking alcohol.</li> <li>• Describe types of help available to someone who has a drinking problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Have students role-play refusing alcohol. Give the students different prompts to act out including the ten reasons to say "no."</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D10-15</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P111-113 Health Masters Book.</li> </ul>	<p>2.3 B.4 2.3 C.2</p>
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<ul style="list-style-type: none"> <li>• List ways smoking tobacco harms health.</li> <li>• Explain ways secondhand smoke harms health.</li> <li>• List five reasons to say "no" to tobacco use.</li> <li>• Describe how to quit tobacco use.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will design posters to hang in the hallway to encourage quitting smoking and or not starting to smoke.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D16-21</li> <li>• Health Masters Book.</li> <li>• Poster boards for posters.</li> </ul>	<ul style="list-style-type: none"> <li>• Students completed posters.</li> <li>• P114-116 Health Masters Book.</li> </ul>	<p>2.3 B.2,3 2.3 C.2</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe ways marijuana harms health.</li> <li>Identify ways that the misuse or abuse of stimulants and depressants harms health.</li> <li>Explain why it is harmful to abuse inhalants and steroids.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will write a letter to their future selves explaining why they shouldn't use illegal drugs or abuse any drug.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.D24-29</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Letters students write.</li> <li>P118-120 Health Masters Book.</li> </ul>	2.3 B.4,5,6
<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>	<ul style="list-style-type: none"> <li>List ten reasons to say "no" to drug abuse.</li> <li>Name protective factors that help you say "no" to abusing drugs.</li> <li>Describe ways to get Help for people abuse drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students, in small groups, will design a rap song to help remember ten reasons to stay Drug-Free and perform it.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.D30-33</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Students completed rap songs.</li> <li>P121-122 Health Masters Book.</li> </ul>	2.2 F.2 2.3 C.4
<b>COMMUNICABLE AND CHRONIC DISEASES</b>	<ul style="list-style-type: none"> <li>List kinds of pathogens that cause disease.</li> <li>Name ways that pathogens enter the body.</li> <li>Describe habits that keep germs from spreading.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will complete activity sheet pg.124.</li> <li>Have students practice Washing Hands.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.D36-43</li> <li>Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>Completed activity sheet.</li> <li>P123-124 Health Masters Book.</li> </ul>	2.1 D.3,4

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<b>COMMUNICABLE AND CHRONIC DISEASES</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain how the body's defenses work.</li> <li>• List habits that help protect you from diseases spread by pathogens.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will create warning labels for bottles or cans that will help alert people to alcohol's risks using the ten reasons to resist alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D44-49</li> <li>• Health Masters Book.</li> <li>• Construction paper to create warning labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Student created warning labels.</li> <li>• P125-127 Health Masters Book.</li> </ul>	2.1      D.5
<b>COMMUNICABLE AND CHRONIC DISEASES</b>	<ul style="list-style-type: none"> <li>• List symptoms of communicable diseases.</li> <li>• List treatments for communicable diseases.</li> <li>• List the cause, symptoms, and treatments for some common childhood illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.129.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D50-53</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet.</li> <li>• P128-129 Health Masters Book.</li> </ul>	2.1      D.2,4
<b>COMMUNICABLE AND CHRONIC DISEASES</b>	<ul style="list-style-type: none"> <li>• Describe ways to control diabetes and reduce the risk of type 2 diabetes.</li> <li>• List causes of chronic diseases.</li> <li>• Describe causes of allergies and ways to reduce the risk of allergy attacks.</li> <li>• Describe ways to reduce triggers for asthma.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.132.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.D56-61</li> <li>• Health Masters Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet.</li> <li>• P131-133 Health Masters Book.</li> </ul>	2.1      D.1,5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>COMMUNICABLE AND CHRONIC DISEASES</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define heart disease.</li> <li>Explain what causes a heart attack.</li> <li>List ways to reduce the risk of heart disease and premature heart attack.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Using white paper plates and magazines students will illustrate healthful meals that are low in fat and sodium.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.D62-65</li> <li>Health Masters Book.</li> <li>White paper plates, Magazines</li> </ul>	<ul style="list-style-type: none"> <li>Students finished projects.</li> <li>P134-136 Health Masters Book.</li> </ul>	2.1 D.1,3
<b>COMMUNICABLE AND CHRONIC DISEASES</b>	<ul style="list-style-type: none"> <li>List ways to reduce the risk of skin cancer.</li> <li>List ways to reduce the risk of lung cancer.</li> <li>List ways to reduce the risk of colon cancer.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will fill out a cause and effect chart for three types of cancer discussed on page D67.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.D66-69</li> <li>Health Masters Book</li> <li>Transparency 48</li> </ul>	<ul style="list-style-type: none"> <li>Students finished cause and effect charts.</li> <li>P137-138 Health Masters Book.</li> </ul>	2.1 D.1,3
<b>CONSUMER AND COMMUNITY HEALTH</b>	<ul style="list-style-type: none"> <li>Explain the purpose of advertisements and commercials.</li> <li>Identify how to check out media messages.</li> <li>Describe how to make responsible choices about health-care products and services.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read their textbook assignment.</li> <li>Students will analyze magazines and TV ads to determine what they are trying to make the viewer do.</li> </ul>	<ul style="list-style-type: none"> <li>Student Text Book p.E2-7</li> <li>Health Masters Book</li> <li>TV and magazines</li> </ul>	<ul style="list-style-type: none"> <li>Students finished analysis of ads.</li> <li>P139-140 Health Masters Book.</li> </ul>	2.1 A.3 2.1 F.2 2.2 B.2

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<b>CONSUMER AND COMMUNITY HEALTH</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Describe responsible ways to spend money.</li> <li>• Describe responsible ways to spend time.</li> <li>• Explain how to choose healthful entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will complete activity sheet pg.142.</li> <li>• Have students discuss ways they spend their money, time and chosen entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.E8-13</li> <li>• Health Masters Book</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity sheet.</li> <li>• P141-143 Health Masters Book.</li> <li>• Class Discussion</li> </ul>	2.2      B.1,3
<b>CONSUMER AND COMMUNITY HEALTH</b>	<ul style="list-style-type: none"> <li>• List places where health helpers work in the community.</li> <li>• List health careers that benefit the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will choose a health care profession from an index card and list all the places where they would work and how it would benefit the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.E16-21</li> <li>• Health Masters Book</li> </ul>	<ul style="list-style-type: none"> <li>• Students completed activity.</li> <li>• P145-146 Health Masters Book.</li> </ul>	2.2      F.1,3
<b>ENVIRONMENTAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Define <i>environment</i>.</li> <li>• Identify kinds of land, air, and water pollution.</li> <li>• Explain the harmful effects of noise pollution.</li> <li>• Describe ways to keep your school and community environment friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will list the resources we need to live, such as Air, Water, Food, and Trees. With the list they will write items and events that could harm the resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.E24-31</li> <li>• Health Masters Book</li> </ul>	<ul style="list-style-type: none"> <li>• Students completed activity</li> <li>• P147-148 Health Masters Book.</li> </ul>	2.1      E.1 2.2      A.5 2.2      B.3

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<b>ENVIRONMENTAL HEALTH</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to keep land clean and safe.</li> <li>• Identify ways to keep the air clean and safe.</li> <li>• Describe ways to keep water clean and safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will describe ways they can help reduce pollution of the air, land, or water.</li> <li>• Students will complete activity sheet pg.151.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.E34-39</li> <li>• Health Masters Book</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P150-152 Health Masters Book.</li> </ul>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">2.1</td> <td style="width: 50%;">E.1</td> </tr> <tr> <td>2.2</td> <td>A.5</td> </tr> <tr> <td>2.2</td> <td>B.3</td> </tr> </table>	2.1	E.1	2.2	A.5	2.2	B.3
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2.2	A.5										
2.2	B.3										
<b>ENVIRONMENTAL HEALTH</b>	<ul style="list-style-type: none"> <li>• Describe way to save water.</li> <li>• List ways to reduce, recycle, and reuse.</li> <li>• Describe ways to save energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read their textbook assignment.</li> <li>• Students will make posters that encourage others to reduce, recycle, and reuse.</li> <li>• Students will complete activity sheet pg.154.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Text Book p.E40-45</li> <li>• Health Masters Book</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• P153-154 Health Masters Book.</li> </ul>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">2.1</td> <td style="width: 50%;">E.1</td> </tr> <tr> <td>2.2</td> <td>A.5</td> </tr> <tr> <td>2.2</td> <td>B.3</td> </tr> </table>	2.1	E.1	2.2	A.5	2.2	B.3
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