

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

Grade 4

Adoption Date: August 15, 2022

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Health Curriculum- Grade 4

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COURSE DESCRIPTION

The Mission of the 3-5 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

*The 3-5 unit entitled "Family Life" contains standards related to sexual health. At the 3-5 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students information on puberty. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. Instruction regarding sexual intercourse and human reproduction will take place in 5th grade. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/Guardians wishing to opt out of any such instruction should notify the building principal.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Nutrition	lessons
2	Personal Growth and Community Health Skills	lessons
3	Safety	lessons
4	Social/Emotional Health	lessons
5	Family Life*	lessons

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Unit 1: Nutrition	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are healthy and unhealthy eating habits? • How does the food I eat affect my personal health? • How can I make better food choices? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can distinguish between healthy and unhealthy food choices and habits. • I can make healthy food choices that affect my body. • I can make a plan to meet a nutrition goal. 	<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT create a healthy meal by creating a restaurant menu. The menu will identify meals that are recommended for different health needs. 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets 	<p>Materials</p> <ul style="list-style-type: none"> • Smartboard • Paper, pencils, and art supplies to create a menu • Examples of menus 	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Complete the Sanford Health unit for nutrition: Food is a Kid's Fuel <ul style="list-style-type: none"> ○ Lesson 1: Why Food is Fuel ○ Lesson 2: What are your kids eating ○ Lesson 3: What are your kids drinking ○ Lesson 4: Tips to help make nutritious snack choices ○ Lesson 5: Ways for kids to set healthy food goals • Create a restaurant menu with a partner. Identify meals that are beneficial to people with different health conditions such as a heart healthy meal or a meal that would be good for someone with diabetes. • Dream Snack Machine activity where students create a snack machine filled with healthy snacks • Read examples of menus and identify healthy meals. Discuss how some items may be advertised as healthy when they are not. RL.4.1, 9.4.5.CT.4 • Discuss the impact of technology on our eating habits including the nutritional information we now have about foods and the access to different types of foods available to us 8.1.5.IC.1 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Preview vocabulary beforehand • Use pictures to reinforce vocabulary or words used frequently • Create a menu that allows students to choose from various options to help them identify healthy foods <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Have students research a health need and present information to the class (eg., diabetes, food allergies, etc.) • Have the student create advertisements for their

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<ul style="list-style-type: none"> • 3-5 Health Education Activities 	restaurant that reinforce persuasive writing skills
Suggested Materials <ul style="list-style-type: none"> • Various menus for students to see examples • Examples of healthy meals • Texts about healthy eating practices 	Suggested Websites <ul style="list-style-type: none"> • My Plate Resources • Kids Health- Nutrition • PBS Learning Media
Interdisciplinary Connections <ul style="list-style-type: none"> ➤ Language Arts: RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global ➤ Computer Science and Design Thinking: 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 	

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Unit 2: Personal Growth and Community Health Skills	Pacing Guide: 4 lessons	Standards 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). 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). 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).
Essential Questions <ul style="list-style-type: none"> ● What are factors that influence my health and wellness? ● How can I prevent the spread of infectious diseases? ● How does mental health impact wellness? ● Who can I contact if I need help? 	Enduring Understandings <ul style="list-style-type: none"> ● I can list ways to practice wellness in my life. ● I know how to protect myself from certain diseases. ● I understand how my mental health can affect my well-being. ● I know what health and emergency services are available in my town. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT research and present different strategies (ie., sleep, nutrition, physical activity, mindfulness) that improve health and overall wellness. The presentation will include how the action allows the body to function properly and how it helps the body fight against diseases. 2.1.5.PGD.1, 2.3.5.HCDM.1, 2.3.5.HCDM.2 ✓ SWBAT evaluate the impact of mental health on wellness by engaging in mindfulness activities and completing a journal prompt. 2.3.5.HCDM.3 ✓ SWBAT respond to scenarios to determine who should be called to help with the situation. 2.1.5.CHSS.1 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		Materials <ul style="list-style-type: none"> ● Chromebooks, internet access ● Scenarios to determine emergency situations
Suggested Activities: <ul style="list-style-type: none"> ● Students will work in small groups to research different strategies for staying healthy. Students will use the internet to gather information and create a presentation. RI.4.1, 9.4.5.CI.3, 8.1.5.DA.1 		Differentiation for Diverse Learners <i>Reinforcement:</i> <ul style="list-style-type: none"> ● Preview vocabulary and use

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<ul style="list-style-type: none"> ● Yoga for Kids Breathe with Me- Access the links to practice different breathing exercises. Have students read the article on mindfulness. Then have students share in their journal how breathing exercises can help them throughout the day. ● Give the students a list of scenarios. Students will determine whether the situation is an emergency and who should be contacted. 	<p>visuals when available</p> <ul style="list-style-type: none"> ● Give students multiple choice options instead of having them list ● Provide students with graphic organizers to help them organize ideas <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students research a communicable disease. Students can come up with a slogan to reinforce skills that mitigate the spread of the disease. ● Students can write a short story about a character who engages in wellness activities throughout the day ● Students can create a brochure teaching students strategies to practice mindfulness
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Mindfulness ● BrainPop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ➤ Computer Science and Design Thinking: 8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim 	

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Unit 3: Safety	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What can I do to stay safe? ● What should I do in an emergency? ● Which products might be dangerous? ● What health issues might people have from using products like alcohol, tobacco, and/or drugs? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can follow safety rules. ● I can make good choices that keep me safe during indoor and outdoor activities. ● I know basic first aid procedures. ● I can identify products that might have alcohol, tobacco, and/or drugs. ● I can identify health concerns caused by alcohol, tobacco, and other drugs. 	<p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>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.</p> <p>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).</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT develop safe practices and demonstrate how to respond to emergency situations by acting out an emergency situation and how to respond 2.3.5.PS.1, 2.3.4.PS.2, 2.3.5.PS.3 ✓ SWBAT identify the difference between proper drug use and misuse 2.3.5.DSDT.1, 2.3.5.DSDT.2 ✓ SWBAT identify available resources for someone who has a problem with smoking, alcohol, or drug use and how to access those resources 2.3.5.DSDT.4, 2.3.5.DSDT.5 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 	<p>Materials</p> <ul style="list-style-type: none"> ● List of resources (including community resources) for assistance with smoking, alcohol, or drug use ● Smartboard, computer to show videos 	

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<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● BrainPop Video and activity on Bike Safety 8.1.2.CS.1 ● BrainPop video and activity on Water Safety SL.4.2. ● BrainPop video and activity on Sun Protection ● Give students cards with different activities (i.e., cooking, swimming, riding a bike, playing outside, etc.). Have students list safe practices for the activity, identify a potential problem that could occur, and explain how to solve the problem. 9.4.2.CT.2 ● Kids Health Info on: <ul style="list-style-type: none"> ○ Bike Safety ○ Fire Safety ○ Food & Cooking Safety ○ Online Safety ○ Water Safety ● Students will be able to summarize the proper use of drugs and what misuse of drugs may look like. Explain that people could misuse prescription drugs and share the potential dangers of doing so. ● Discuss the signs of someone with an alcohol, tobacco, and/or drug use problem and how to get help. The teacher will share the different resources available to help someone. ● 3-5 Health Education Activities 	<p>Differentiation for Diverse Learners</p> <hr style="border: none; border-top: 1px solid black; margin: 5px 0;"/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Have students match safety procedures with the activity ● Preview vocabulary- use visuals when possible <hr style="border: none; border-top: 1px solid black; margin: 5px 0;"/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Students create a poster or skit to teach safety techniques to classmates ● Students write a short story about a character practicing safety skills
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 	

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Unit 4: Social/Emotional Health	Pacing Guide: 4 lessons	Standards
Essential Questions <ul style="list-style-type: none"> ● What is character? ● How can I be responsible? ● How can I manage my emotions? ● How do I know if a relationship is healthy? ● What can I do if I disagree with someone? ● What is bullying and what can I do about it? 	Enduring Understandings <ul style="list-style-type: none"> ● I know the meaning of character and how people show their character. ● I know how to be responsible for myself. ● I have tools for identifying and managing my emotions. ● I know when a relationship is healthy. ● I know what to do when I disagree with someone. ● I know what bullying is and what to do about it. 	<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p>
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT identify how feelings affect our health and develop strategies for dealing with negative emotions 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.CHSS.3 ✓ SWBAT differentiate between healthy and unhealthy relationships by listening to a text and responding to questions 2.1.5.SSH.6 ✓ SWBAT define bullying and identify ways to prevent and respond to bullying 2.1.5.SSH.7 ✓ SWBAT identify digital safety practices and develop strategies for communicating online by completing an activity that requires them to make choices. 2.3.5.PS.4 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation 		Materials <ul style="list-style-type: none"> ● Smartboard, computer to

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<ul style="list-style-type: none"> ● Student behavior ● Discussions ● Exit tickets 	view BrainPop videos
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Complete the unit: Change your thinking and motivate your mood <ul style="list-style-type: none"> ○ Lesson 1: Helping kids make choices that result in positive moods ○ Lesson 2: Methods for motivating kid's moods ○ Lesson 3: Cues for helping kids think about their moods ○ Lesson 4: Connecting kid's energy and mood ○ Lesson 5: How to talk yourself into a fit choice ● Watch BrainPop video on Stress and complete the activity SL.4.2. ● Read a text that includes healthy and unhealthy relationships. Discuss the relationships in the text and what makes them either healthy or unhealthy. ● Lesson- No Bully Zone ● Watch Conflict Resolution Brainpop video and complete the activity. Remind students that sometimes there is conflict in relationships and there are effective ways to work through conflict. 9.4.2.CT.2 ● The teacher will review digital safety practices. Then the teacher will give the students a scenario and two options to choose from. The students will choose the response that is respectful and safe. 8.1.5.NI.2 ● 3-5 Health Education Activities 	<p>Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Preview vocabulary before lessons, provide visuals when possible ● Give students a list of traits to help them identify traits exhibited in the character ● Give students a list of actions to take when they witness teasing/bullying to help create clear steps <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students interview classmates to compile a list of traits classmates want in a friend. Create a bar graph and present to the class.
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Various texts and videos showing healthy and unhealthy relationships 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information 	

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Unit 5: Family Life	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● Who can I talk to about changes in my body? ● What happens to my body during puberty? ● How can I make sure everyone feels accepted? ● Why is it important to be able to communicate with trusted adults? ● What can I do if a situation feels uncomfortable or dangerous? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I know that everyone deserves respect. ● I know how to treat others with dignity and respect. ● I have adults in my life who I trust and can reach out to if I need help. ● I know what changes will happen in my body during puberty. ● I know how to get help if a situation is uncomfortable or dangerous. 	<p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>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).</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>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.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify changes that occur to the body during puberty, SWBAT list ways they have to take care of their changing bodies, SWBAT summarize how hormones affect development and their effects on the body 2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.4 ✓ SWBAT identify gender stereotypes and their potential impact 2.1.5.SSH.1 ✓ SWBAT identify common values in families 2.1.5.SSH.4 ✓ SWBAT identify uncomfortable or dangerous situations and list ways to address these situations 2.3.5.PS.6 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		<p>Materials</p> <ul style="list-style-type: none"> ● Smartboard, computer to project video
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Lesson 1: Puberty ● Lesson 2: Gender stereotypes and their effects SL.4.2 ● Lesson 3: Families share common values and support 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p>

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<ul style="list-style-type: none"> • one another • Lesson 4: Responding to uncomfortable or dangerous situations 8.1.5.NI.2, 9.4.2.CT.2 	<ul style="list-style-type: none"> • Preview vocabulary • Provide sentence starters for communicating in uncomfortable or dangerous situations
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Have students read "Genetics" by Christine Taylor-Butler to learn more of the science behind genetics and how scientists continue to learn about genetics 	
<p>Suggested Materials</p> <ul style="list-style-type: none"> • Texts portraying various types of families 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information 	