Health Science 4

Length of Course: Full Year
Elective/Required: Required
Schools: Elementary
Eligibility: Grade 4
Credit Value: N/A
Date Approved: August 26, 2019
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## Unit 1: Wellness

### Standard

- 2.1 - All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

### Big Ideas

- Choices I make today will impact my health in the future.

### Essential Questions

1. What do I need to care for my growing body?
2. As I change, how do I make healthy decisions?

### Enduring Understandings

- Students will understand:
  - The need for personal hygiene products.
  - How to resist unhealthy influences.
  - How their body will change over time.
  - How choices may affect future chronic health conditions.

### Primary Teaching Resources

**Unit Strands:**
- B. Nutrition
- D. Safety
- E. Social and Emotional Health

**Suggested Pacing:**
2-3 weeks

**CPI Proficiencies**

<table>
<thead>
<tr>
<th>2.1.4.B.1</th>
<th>Explain how healthy eating provides energy,</th>
<th>I can talk about different foods and</th>
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**Instructional Strategies**
helps to maintain a healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

| 2.1.4.B.2 | Differentiate between healthy and unhealthy eating practices. | explain why some are healthier than others. |
| 2.1.4.B.3 | Create a healthy meal based on nutritional eating practices. | I can understand which foods help my body and which ones do not. |
| 2.1.4.B.4 | Interpret food product labels based on nutritional content. | I can understand and talk about the important information that is found on food labels. |
|           |                                                           | I can find a healthier alternative to the foods I like to eat. |

| 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). | I can review what to do when there is a fire or serious situation. |
| 2.1.4.D.2 | Summarize the various forms of abuse and ways to get help. | I can recognize when something is happening that makes me uncomfortable. |
| 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. | I can be safe in cars, walking, and riding my bike. |
| 2.1.4.D.4 | Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. | I can understand what basic first-aid procedures to do. |

| 2.1.4.E.1 | Compare and contrast how individuals and families attempt to address basic human needs. | I can understand that there are many different aspects to families. |
| 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. | I can understand the difference between bullying and other conflicts. |

| DE: The Whaddaya Know Quiz Show: Nutrition-Interactive Game | Government website: What is My Plate? |
| Defined STEM: Exercise and Obesity Dietician | BrainPOP: Nutrition |
| Newsela: Text Sets: Food and You | Create an eating plan for the week or a day based on what they eat, bringing in food labels to calculate calorie and fat intake. Then find healthier alternatives. |

| YouTube: Fire Safety Rap | YouTube: ABCs of Safety |
| DE: Video Bike Safety, Seat belt/car seat safety | DE: Video First Aid |

| Newsela: Families of mixed religions share their different traditions | DE Video: Cyberbullying, Social Cliques, Solutions to Bullying |
### Content and Academic Vocabulary

**Nutrition** - Breakfast, Healthy Snacking, School Lunch, Food Groups, Fats, Proteins, Carbohydrates, Vitamins, Minerals, Grains, Dairy, Fruit, Eating Rules, Sodium, Sugar, Fiber, Food Ads, MyPlate, Food labels, Differences in Food; Culture, Choices, and Taste, Dietary Guidelines, Fast-Food, Preservative, Food Intake v.s Activity, Appetite; Influences

**Safety** - Bike; Helmets, Signal, Car & Bus; Seatbelts, Distracted Driving, Food & Cooking, Fire; Home Drills, Fire Alarms, Fire Extinguishers, Water, Basic First Aid, First Aid Kit, Calling 9-1-1; Choking, Unconscious, Emergency, Universal Precautions, Playground, Strangers; Good vs Bad Touch, School Rules/Drills, Traffic (Crosswalk), Home Safety, Weather; Thunderstorm, Flood, Tornado, Earthquake, Poisons, Online Safety

**Social and Emotional Health** - Conflict Resolution, Empathy, Feelings, Getting Along, Self-Esteem, Stress, Coping strategies, Yoga, Breathing, Support System, Stress, Stressor, Distress, Positive Stress, Stress Response, Epinephrine, Fatigue, Defense Mechanism, Time Management, Bullying; harassment, intimidation, cyber bullying, bystander, upstander, Refusal Skills

### Assessment Ideas/Options/Suggestions

**Formative:**
Class discussions, teacher observations, Newsela written responses/quizzes, BrainPop quizzes/mind maps

**Summative:**
Create an advertisement/poster/commercial to get kids to eat healthy and treat their bodies in a healthy way. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**
- **Food Diary-Eating Habit Reflection, Healthy Eating - What’s In Your Lunchbox**

Books of Epic!: **Being Respectful Online, Building Character:Resisting Bullying, Being Respectful Online, Building Character:Resisting Bullying**

Sparkyschoolhouse.org
Digital Safety Resources by Google- Be Internet Awesome

### Interdisciplinary Connections

21st Century Skills
- **CRP2. Apply appropriate academic and technical skills**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.**
**Social Emotional Learning (SEL) Competencies**

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**NJSLS - Technology**

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Next Generation Science Standards - CrossCutting Principles:**

**Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
- Patterns can be used as evidence to support and explanation

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
## Unit 2 - Integrated Skills

### Standard

- **2.2**: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

### Big Ideas

- I can be a successful member of a group. I can be a positive contributor to various communities.

### Essential Questions

1. How can I be an effective listener and communicator?
2. What steps can I take when making decisions?
3. In what ways can I contribute to a group?
4. How can I be a valuable asset to my community?

### Enduring Understandings

- Students will understand:
  - Strategies for effective communication.
  - Steps to making health decisions.
  - Good character is shown through making wise decisions.
  - Outside influence on their health decisions.
  - Group problem solving strategies.
  - One’s character trait affects their health as well as others.
  - How to demonstrate respect for others and for varying ideas and opinions.

### Primary Teaching Resources

**Unit Strands:**

A. Interpersonal Communication  
B. Decision-Making and Goal Setting  
C. Character Development  
D. Advocacy and Service  

**Suggested Pacing:**
### 2 weeks

<table>
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<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
<th>Instructional Strategies</th>
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<tbody>
<tr>
<td>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</td>
<td>I can use I statements to communicate how I am feeling, physically or emotionally.</td>
<td>DE: Video <a href="#">If You Get Bullied</a>, Video <a href="#">Safety: Out of the Danger Zone</a>, BrainPop: Conflict Resolution, Emotions</td>
</tr>
<tr>
<td>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</td>
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<tr>
<td>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</td>
<td>I can understand how to make choices about my health.</td>
<td>Brain Pop: <a href="#">Goal Setting</a></td>
</tr>
<tr>
<td>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</td>
<td>I can understand how my family and trusted adults can help me make decisions about my health.</td>
<td>DE: <a href="#">Make Better Choices</a></td>
</tr>
<tr>
<td>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</td>
<td>I can understand how other people may impact how I feel about myself and my choices.</td>
<td>Newsela: <a href="#">How to Set, and Keep Your Goals</a></td>
</tr>
<tr>
<td>2.2.4.B.4 Develop a personal health goal and track progress.</td>
<td>I can be aware of what I am eating and how active I am.</td>
<td>DE: <a href="#">Respect yourself:Find your inner strength</a></td>
</tr>
<tr>
<td>2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.</td>
<td>I can understand how my beliefs are shaped and why they are important.</td>
<td>DE video: <a href="#">Empathy</a></td>
</tr>
<tr>
<td>2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</td>
<td>I can understand why respect, empathy, and being good to others is important to myself and the world.</td>
<td>Newsela: Text Set- <a href="#">Cultivating Empathy in a Diverse World, What is Empathy?</a>, Fifth-Grader Writes a book about Depression, based on his life</td>
</tr>
<tr>
<td>2.2.4.C.3 Determine how attitudes and</td>
<td>I can understand that everyone is different and our</td>
<td>DE Video: <a href="#">Diversity Elementary</a></td>
</tr>
<tr>
<td>assumptions toward individuals with disabilities may negatively or positively impact them.</td>
<td>beliefs impact how we act towards different people.</td>
<td>Abilities</td>
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<tr>
<td><strong>2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.</strong></td>
<td>I can think of how to help serve the wellness of my community.</td>
<td>Defined STEM: Community Gardens and Green Spaces</td>
</tr>
</tbody>
</table>

### Content and Academic Vocabulary

**Interpersonal Communication** - Expressing needs, wants, and feelings; Boundaries, Refusal skills, “I” Statements, Communication types-assertive, passive, aggressive, Active Listening, Support System  
**Decision Making and Goal Setting** - Influence/Pressure; parents, peers, technology, culture, media, Goal setting; short-term and long-term goals, Refusal skills, Personal Responsibility, Pros/Cons of a choice, Consequences, Reflection, Self-Esteem, Interests, Action Plan, Setback, Persistence  
**Character Development** - Positive Character Traits; respectful, fair, trustworthy, Values, Empathy, Feelings, Types of Disabilities  
**Advocacy and Service** - Community service, Fundraiser, Good citizen, Awareness, Environment

### Assessment Ideas/Options/Suggestions

**Formative:**  
Class discussions, teacher observations, Newsela written responses/quizzes, BrainPop quizzes/mind maps, Exit tickets

**Summative:**  
Defined STEM products from Community Garden and Green Spaces activity. Students set goals and track their progress individually, as a member of the family, or a member of the community. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**  
Health Awareness, Graphic Organizers on Bullying, Self Awareness, Settling Disputes, Mental Health Awareness, Conflict Reflection, Conflict Resolution Flip Book, Minecraft Inspired Meal Plate, How to Make Friends and Keep Them

### Interdisciplinary Connections

**21st Century Skills**  
**CRP2.** Apply appropriate academic and technical skills  
**CRP4.** Communicate clearly and effectively and with reason.  
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**
- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**NJSLS- Technology**
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Next Generation Science Standards- CrossCutting Principles:**

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
## Unit 3- Drugs and Medicines

### Standard

- 2.3 - Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

### Big Ideas

- There are consequences to using drugs and alcohol. People who use drugs need help and support.

### Essential Questions

1. What is a drug?
2. How do drugs affect my body?
3. What is dependency?
4. What is addiction?
5. What are short and long-term effects of alcohol & tobacco on the body?
6. What are some of the reasons why people would use/abuse/misuse drugs?
7. What community supports are available for people who want to quit?

### Enduring Understandings

- Students will understand that:
  - A drug is a substance other than food or water that changes the way the mind or body works.
  - Children’s bodies are in a state of growth, therefore alcohol, tobacco, and other drug use is more harmful
  - There are laws created to help protect them.
  - Their future goals can be impacted by drug use.
  - Having several reasons why you choose not to use drugs, alcohol, or tobacco is a key factor in resisting pressure

### Primary Teaching Resources

**Unit Strands:**

- B. Alcohol, Tobacco & Other Drugs
- C. Dependency, Addiction, & Treatment
### Suggested Pacing: 2 Weeks

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<tr>
<td><strong>2.3.4.B.1</strong> Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</td>
<td>I can understand there is a relationship between people who abuse drugs/alcohol/inhalants/tobacco and how it affects their minds and bodies.</td>
<td>Websites: <a href="https://www.drugabuse.gov/parents-educators">https://www.drugabuse.gov/parents-educators</a> <a href="https://drugfree.org/article/prevention-tips-for-every-age/">https://drugfree.org/article/prevention-tips-for-every-age/</a></td>
</tr>
<tr>
<td><strong>2.3.4.B.2</strong> Compare the short- and long-term physical effects of all types of tobacco use.</td>
<td>I can understand how second-hand smoke can affect the wellness of nonsmokers.</td>
<td>Scholastic: 14 Drug Education Activities</td>
</tr>
<tr>
<td><strong>2.3.4.B.3</strong> Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</td>
<td>I can understand how abusing any substance will have detrimental effects to our bodies.</td>
<td>DE: <a href="#">Drug Chart Interactive Game</a></td>
</tr>
<tr>
<td><strong>2.3.4.B.4</strong> Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</td>
<td>I can understand how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</td>
<td>DE Video: <a href="#">Let’s Talk About Drugs</a></td>
</tr>
<tr>
<td><strong>2.3.4.B.5</strong> Identify the short- and long-term physical effects of inhaling certain substances.</td>
<td>I can understand that people who abuse alcohol, tobacco, and/or drugs act differently than healthy people.</td>
<td>Brain Pop: <a href="#">Addiction</a></td>
</tr>
<tr>
<td><strong>2.3.4.C.1</strong> Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</td>
<td>I can understand how medicine comes in different forms, what they should be used for and the importance of taking them as directed in order to be safe and effective.</td>
<td>Brain Pop: <a href="#">Substance Abuse</a></td>
</tr>
<tr>
<td><strong>2.3.4.C.2</strong> Differentiate between drug use, abuse, and misuse.</td>
<td></td>
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</tr>
<tr>
<td><strong>2.3.4.C.3</strong> Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</td>
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</tbody>
</table>

**Content and Academic Vocabulary**
Alcohol, Tobacco & Other Drugs - Cigarettes; Nicotine, Vaping, Second-Hand Smoke, Chewing Tobacco, Lung Cancer, Health Problems, Alcohol; Inhalants, Caffeine Products; Energy Drinks

Dependency, Addiction, & Treatment - Signs & Symptoms of Drug Use, Addiction; Physical Dependence, Tolerance, Psychological Dependence, Influences; Peer Pressure, Family Modeling, Advertising, Internal Pressure

Assessment Ideas/Options/Suggestions

Formative:
Class discussions, teacher observations, Newsela written responses/quizzes, BrainPop quizzes/mind maps, Exit tickets

Summative:
Create a song/skit/poster/presentation warning kids about drug awareness. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

Options/Suggestions:
Introduction to Smoking Unit

Interdisciplinary Connections

21st Century Skills
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

Next Generation Science Standards - Crosscutting Principles:
Patterns: Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
Patterns can be used as evidence to support and explanation

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.

- Cause and effect relationships are routinely identified, tested, and used to explain change
## Unit 4- Human Relationships & Sexuality

### Standard

- 2.4- Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

### Big Ideas

- My body is unique to me. My body will change as I grow up.

### Essential Questions

1. How am I alike and different from everyone else?
2. What kind of changes occur during sexual development?
3. How can I take care of my body?
4. Who can I turn to for accurate advice on taking care of my body?
5. Why is it determined primarily by heredity who is physically able to produce children?
6. Why is it important for pregnant women to make healthy lifestyle choices?

### Enduring Understandings

- Students will understand that:
  - Human growth development happens at different rates
  - Physical, social, and emotional changes occur during puberty
  - Fertilization is a process where cells divide to create an embryo/fetus
  - The health of the birth mother impacts the development of an

### Primary Teaching Resources

**Unit Strands:**
- B. Sexuality
- C. Pregnancy & Parenting

**Suggested Pacing:** 1 week
<table>
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<th>“I Can” Statements</th>
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</table>
| **2.4.2.B.1** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. | I understand the changes that are occurring in my body during puberty. | DE Video: *We’re All Different But the Same*  
Growing Up Program- facilitated by the health/physical education staff or school nurse. |
| **2.4.2.C.1** Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. | I can explain the process of fertilization. | Growing Up Program- facilitated by the health/physical education staff or school nurse. |
| **2.4.2.C.2** Explain the factors that contribute to a mother having a healthy baby | I can talk about factors that help a mom to have a healthy baby. | Moms share what they did to stay healthy when they were pregnant through a homework assignment to share and graph as a class.  
Class discussion, brainstorming, pair/share about younger siblings when mom was pregnant and what they did to make a healthy sibling. |

**Content and Academic Vocabulary**

**Sexuality**- height, body shape, body hair, facial hair, voice, muscles, Human Development Stages; infancy, childhood, adolescence/puberty, adulthood, Puberty; endocrine system, reproductive system, hormones, physical changes, emotional changes, mood swings, friendship changes, Fertility; menstruation, egg, sperm, growth, embryo, fetus, baby, Self Care & Hygiene; brush, floss, showering, deodorant, anti-perspirant, shaving cream, razor, acne prevention, feminine hygiene practices, Trusted Adults; parents, teachers, school nurse, guidance counselor

**Pregnancy & Parenting**- second-hand smoke, drugs, alcohol, diet, toxins, mercury, moderate exercise, vitamins, fruit, vegetables, doctor appointments

**Assessment Ideas/Options/Suggestions**

**Formative:**  
Class discussions, teacher observations, Newsela written responses/quizzes, BrainPop quizzes/mind maps, Exit tickets

**Summative:**  
Create a How To Guide/poster to a healthy baby for moms to follow. Or graph results of moms sharing what they did to keep their bodies healthy
when they were going to have a baby. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**
- Parents Share How They Keep their Bodies Healthy
- We are all Different Glyphs

## Interdisciplinary Connections

### 21st Century Skills

**CRP2.** Apply appropriate academic and technical skills  
**CRP4.** Communicate clearly and effectively and with reason.  
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  
**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Social Emotional Learning (SEL) Competencies

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### NJSLS - Technology

- **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.  
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.  
- **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.

### Next Generation Science Standards - Crosscutting Principles:

**Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.  
- Patterns can be used as evidence to support an explanation as seen by graphing responses.

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.  
- Cause and effect relationships are routinely identified, tested, and used to explain change.

**Systems and System Models:** A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.  
- A system can be described in terms of its components and their interactions  
- A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.
Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.

- Change is measured in terms of differences over time and may occur at different rates.