

Course Overview Health

Content Area: **Health**
Course(s): **HEALTH-4**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- Fourth

Course Number: 4704

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Course Adoption: 4/21/1986

Curriculum Adoption:

Date of Last Revision: Summer 2022

Course Overview

This curriculum promotes health literacy by providing students with the information and knowledge they need to make informed decisions about their health. Students are given opportunities to learn and practice life skills for positive health behaviors. Students learn thinking skills needed to solve problems.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. A parent letter explaining this process can be found on the district website [under the health](#) curriculum.

Textbooks and Other Resources

COURSE RESOURCES

TEXTBOOKS:

Second Step Kit

Brain Pop

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).

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

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.

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).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

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).

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.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

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).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

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).

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

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.

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).

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated PE's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
<p>Unit 1: Personal Growth and Development</p> <p><i>Essential THEME:</i> The Big Picture: Student examines specific ways in which each person is unique. The structure and function of each body system is identified. Students recognize the importance of working together within a group or community.</p> <p><i>Essential Question:</i> How does a person's physical, social, emotional, and mental wellness affect their overall, personal well being?</p> <p>*Six Essential Lessons incorporated in pacing reference guide</p>	2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.3 9.2.4.A.1 9.2.4.B.1 9.2.4.B.2 9.2.4.B.4 9.2.4.C.3 9.2.4.C.4	1	15 periods	Unit 1 Project
<p>Unit 2: Social and Emotional Health and Character Development</p> <p><i>Essential THEME:</i> The Big Picture: Developing self esteem and tolerance and how many factors influences social, emotional health. Using coping skills to support social and emotional health.</p> <p><i>Essential Question:</i> How do the many factors at home, school and in the community impact social and emotional health? How do stress management skills impact an individual's ability to cope with different types of emotional situations?</p>	2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6	1	13 periods	Unit 2 Written response, illustration, quiz
<p>Unit 3: Interpersonal Communication/Decision Making and Goal Setting</p> <p><i>Essential THEME:</i> The Big Picture: Effective communication skills enhance a person's ability to express and defend their beliefs.</p> <p><i>Essential Question:</i> How can using effective communication be a determining factor in the outcome of health and safety related situations? Can effective communication be the basis for strengthening interpersonal interactions and relationships and resolving conflicts?</p>	2.1.5.PGD.5 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHS.1 2.1.5.CHS.2 2.1.5.CHS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6 9.2.4.A.1	2	8-9 periods	Unit 6 Written response, illustration, quiz

	9.2.4.B.3 9.2.4.B.5			
<p>Unit 4: Safety</p> <p><i>Essential THEME: The Big Picture: One must be aware of unsafe situations and take safety precautions that can reduce the risk of injury to oneself and others.</i></p> <p><i>Essential Question: What are some ways to identify unsafe situations and choose appropriate ways to reduce or eliminate risks contributing to the safety of self and others? How can applying first-aid procedures minimize injury and save lives?</i></p>	2.1.5.EH.1 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.1.5.CHSS.2 2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6 2.3.5.DSDT.5	3	6-8 periods	Unit 4 Project
<p>Unit 5: Diseases and Health Conditions</p> <p><i>Essential THEME: The Big Picture: Current and emerging diagnostic, prevention and treatment can help people live healthier. Learn about infectious and noninfectious diseases. How to prevent the spread of pathogens.</i></p> <p><i>Essential Question: Can students use disease prevention strategies in home, school and community to promote personal health?</i></p>	2.1.5.PGD.1 2.1.5.CHSS.1 2.1.5.CHSS.2 2.2.5.LF.5 2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	2	7 periods	Unit 3 Written response, illustration, quiz
<p>Unit 6: Sexuality</p> <p><i>Essential THEME: The Big Picture: As students grow and mature they will acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality. It is important to develop a positive self image and attitude towards these changes. This will enable them to apply these concepts to support a healthy, active lifestyle.</i></p> <p><i>Essential Question: Why is puberty the period of sexual development? Why is it determined primarily by heredity, in which the body becomes physically able to produce children?</i></p>	2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7	4	2 periods	Discussions and responses
<p>Unit 7: Pregnancy and Parenting</p> <p><i>Essential THEME: The Big Picture: Human development is a varied and lengthy process. Pregnancy begins at conception and culminates with the birth of a child. Parenting a child requires physical, economic, emotional, social and intellectual commitment. A healthy environment should be provided for the pregnant mother.</i></p> <p><i>Essential Question: What is the psychological process of pregnancy? How does the development of the fetus lead to childbirth? Why should a healthy environment be provided for the pregnant mother? How does the health of the birth mother impact the development of the fetus?</i></p>	2.1.5.PGD.1 2.1.5.PGD.2	4	3 periods	Discussion and responses

<p>Unit 8: Medicines, Alcohol, Tobacco and Other Drugs</p> <p><i>Essential THEME: The Big Picture: Medicines and other drugs can be helpful if taken as directed and harmful if misused. Abuse and misuse of addictive substances can cause dependency.</i></p> <p><i>Essential Question: What is the psychological process of pregnancy? How does the development of the fetus lead to childbirth? Why should a healthy environment be provided for the pregnant mother? How does the health of the birth mother impact the development of the fetus?</i></p>	<p>2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5</p>	<p>4</p>	<p>8-12 periods</p>	<p>Unit 8 Written responses, illustrations, quiz</p>
<p>Unit 10: Nutrition</p> <p><i>Essential THEME: The Big Picture: Students find out about the basic nutrients and their functions in the body. They will examine the new food guide pyramid and use it to plan balanced meals.</i></p> <p><i>Essential Question: How does choosing a balanced variety of nutritious foods contribute to your wellness?</i></p>	<p>2.2.5.N.1 2.2.5.N.2 2.2.5.N.3</p>	<p>2</p>	<p>6 periods</p>	<p>Unit 2 Written response, illustration, quiz</p>

Grading and Evaluation Guidelines

√+ = **Special Commendation**

√ = **Steady Progress**

√- = **Needs Improvement**

Grade 4					
Role	RD	ID	UD	CD	
Play					
Rubric					
Uses health vocabulary	Student never includes health vocabulary in role play	Student sometimes includes health vocabulary in role play	Student mostly includes health vocabulary in role play.	Student always includes health vocabulary in role play and uses vocabulary to teach the concept to others. Student also applies vocabulary to concepts in everyday situations.	
Demonstrates understanding of the skill	Student has difficulty acting out the skill, struggles with answering questions about the role play situation, and does not apply it to their life.	Student acts out the skill, answers some questions about the role play situation, and may/may not apply it to their life.	Student acts out the skill, answers questions about the role play situation, and may apply it to their life.	Student fully acts out the skill, answers questions about the role play situation while expanding on the ideas, and applies the skill in everyday situations.	

Participates in lesson	Student rarely actively listens during the lesson.	Student inconsistently actively listens during the lesson.	Student actively listens during the lesson.	Student always actively listens during the lesson and contributes questions to push thinking further.
	Student rarely contributes ideas to the discussion and does not build onto classmates' ideas.	Student inconsistently contributes ideas to the discussion and may/may not build onto classmates' ideas.	Student usually contributes ideas to the discussion and may build onto classmates' ideas.	Student always contributes ideas to the discussion and always builds onto classmates' ideas.

+ = Special Commendation

√ = Steady Progress

- = Needs Improvement

Other Details

Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4704	AE	A	4	0.00	80	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies	S		
3. Language Arts Literacy	S	7. World Languages			

4. Mathematics	S	8. Technology Literacy			
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