4th Grade Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Cycles
Personal Growth & Development	1	3
Nutrition	1	3
Diseases and Health Conditions	1	2
Safety	1	2
Social and Emotional Health	2	2
Interpersonal Communication	2	2
Decision Making and Goal Setting	2	2
Character Development	2	2
Advocacy and Service	2	1
Health Services and Information	2	1
Medicines	2	2
Alcohol, Tobacco, and Other Drugs	3	3
Dependency, Addiction, and Treatment	3	1
Relationships	3	2
Sexuality	3	1
Pregnancy and Parenting	3	1

Unit Overview

Topic	Content Statement	Learning Outcomes
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Personal Growth and Development	The dimensions of wellness are interrelated and impact overall well-being	Explain the physical, social, emotional, and mental dimensions of personall wellness and how they interract.
		Determine the relationship of personal health practices and behaviors on an individual’s body systems.
Nutrition	Choosing a balanced variety of nutritious foods contributes to wellness	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems

		functioning effectively.
		Differentiate between healthy and nonhealthy eating practices
		Interpret food product labels based on nutritional content
		Create a healthy meal based on nutritional content, value, calories, and cost
Diseases and Health Conditions	The use of disease prevention strategies in home, school, and community promotes personal health	Explain how most diseases and health conditions are preventable
		Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		Explain how mental health impacts one's wellness.
Safety	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (eg. fire safety, poison safety, accident prevention)
		Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures and minimize injury and save lives	Demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning
		Summarize the various forms of abuse and ways to get help.
Social and Emotional Health	Many factors at home, school, and in the community impact social and emotional health	Compare and contrast how individuals and families attempt to address basic human needs
		Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts
	Stress management skills impact an individuals ability to cope with different types of emotional situations	Determine ways to cope with rejection, loss, and separation
		Summarive the causes of stress and explain ways to deal with stressful situations

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Interpersonal Communication	Effective communication may be a determining factor in the outcome of health and safety related situations	Demonstrate effective interpersonal communication in health and safety related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
Decision-Making and Goal Setting	Many health-related situations require the application of a thoughtful decision-making process	Use the decision making process when addressing health-related issues.
		Differentiate between situations when a health-related decision should be made independently or with the help of others.
		Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors
		Develop a personal health goal and track progress.
Character Development	Personal core ethical values impact the health of oneself and others.	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
Advocacy and Service	Service Projects provide an opportunity to have a positive impact on the lives of self and others	Explain the impact of participation in different kinds of service projects on community wellness.
Health Services and Information	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		Explain when and how to seek help when experiencing a health problem.

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.		
Medicines	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Distinguish between over-the-counter and prescription medicines.
		Determine possible side effects of common types of medicines.
Alcohol Tobacco and Other Drugs	Use of drugs in unsafe ways is dangerous and harmful.	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		Compare the short- and long-term physical effects of all types of tobacco use
		Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		Identify the short- and long- term physical effects of inhaling certain substances.
Dependency/Addiction and Treatment	Substance abuse is caused by a variety of factors.	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		Differentiate between drug use, abuse, and misuse.
		Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs
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.		
Relationships	The family unit encompasses the diversity of family forms in contemporary society.	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		Explain why healthy relationships are fostered in some families and

		not in others.
Sexuality	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
Pregnancy and Parenting	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy
	The health of the birth mother impacts the development of the fetus.	Relate the health of the birth mother to the development of a healthy fetus.

Enduring Understandings

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

- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

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

- 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.

Essential Questions

-How are the dimensions of wellness interrelated and howdo they impact overall well being?

-How does choosing a balanced variety of nutritious foods contributes to wellness?

-How does the use of disease prevention strategies at home , school, and community promotes personal health?

-How do you identify the unsafe situations and choose appropriate ways to reduce or eliminate risks contribute to the safety of self and others?

-How can applying first aid procedures minimize injury and save lives?

-What factors at home, school, and in the community impact social and emotional health?

-How do stress management skills impact an idividual's ability to cope with different types of emotional situations?

-How can effective communication be a determining factor in the outcome of health- and safety-related situations?

-Why is effective communication the basis for strengthening interpersonal interactions and relationships and resolving conflicts?

-Why do health related situations require the application of a thoughtful decision making process?

-How do personal core ethical values impact the health ofoneself and others?

-How is character building influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence?

-How do service projects provide an opportunity to have a positive impact on the lives of self and others?

-How does communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of healthy problems?

-Understand how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

-Understand how the use of drugs in unsafe ways is dangerous and harmful.

-What factors lead to substance abuse?

-Understand that the family unit encompasses the diversity of family forms in contemporary society.

-Understand how puberty is a period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

-How does the health of a birth mother impact the development of a fetus?

New Jersey Student Learning Standards (No CCS)

P.1	Acting as responsible and contributing member of society
P.2	Building and maintaining healthy relationships
P.3	Communicating clearly and effectively (verbal and nonverbal)

P.4	Resolving conflict
P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.7	Making decisions
P.8	Managing-self
P.9	Setting goals
P.10	Using technology tools responsibly

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Interdisciplinary Connections

ELA	Math	Science	Social Studies
Reading RI..1 Ask and answer questions about key details in a text. Writing W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the	K.OA.A.1. Represent addition and subtraction up to 10with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 1.OA.B.3. Apply properties of operations as strategies to add and subtract.2Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need	5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge. 5.3.4.A.3 Essential functions of the human body are carried out by specialized systems; Digestive, Circulatory, Respiratory, Nervous, Skeletal, Muscular, & Reproductive.	6.3 Active citizenship in the 21st century: at the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Speaking and Listening

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

not use formal terms for these properties

Technology Standards

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
TECH.8.2.5.A.5	Identify how improvement in the understanding of materials science impacts technologies.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.D.3	Distinguish between saving and investing.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.

Formative Assessments

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Formative Assessments may include and are not limited to:

- Teacher created assessments
- Strategic Questions
- Classroom Polls
- Observations
- Think-Pair-Share
- Exit tickets

Summative Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment

tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Summative assessments may include but are not limited to:

- Observation
- Projects
- Tests
- Quizzes

Benchmark Assessment

Alternate Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Alternate assessment may include but isnot limited to:

- modifying tests
- verbal assessment
- pre-skills observation

Resources & Technology

- NJ State Department of Education Teaching and Learning Standards 2014
- Manipulatives
- Models/Posters
- Art Supplies

- Books
- Chromebooks
- www.casel.com
- www.kidshealth.org
- www.youtube.com
- www.poison.com
- www.atlantiCarehealthyschools.org
- Community food bank
- NJ agriculture division website
- www.eatright.org
- www.gonoodle.com
- www.healthforkids.com
- cdc.gov

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

Gifted and Talented

- Pose open-ended questions that require higher-level thinking
- Model thinking strategies, such as decision-making and evaluation
- Accept ideas and suggestions from the student and expand on them
- Facilitating original and independent problems and solutions
- Help students identify rules, principles, and relationships
- Take time to explain the nature of errors
- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Offer opportunities for interdisciplinary connections
- An inquiry approach as active investigation
- Investigate real problems and situations
- Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.
- Create assessments that allow for differences in understanding, creativity, & accomplishments
- Use multiple resources. No single text will adequately meet the needs of these learners
- Provide units, activities, or problems that extend beyond the general curriculum
- Provide useful concrete experiences
- Provide activities that can be done independently or in groups based on student choice.
- Encourage risk taking