

Unit 1: 4th Grade Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will independently use their learning skills to recognize healthy practices that are necessary for living a healthy lifestyle. Students will understand that their bodies are starting to go through physiological changes and what part of their body causes these changes, how to feel for others, healthy eating habits for a meal, ways to identify bullying and how to stop it, along with the effects that alcohol can have on the human body. These topics can be beneficial to students later in their lifetimes.

ESSENTIAL QUESTIONS

1. What is puberty?
2. What are the terms for the reproductive system?
3. What is empathy and how can I show it?
4. How do I read a food label?
5. How can I identify and prevent bullying?
6. Why does alcohol have certain effects on the body?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Comprehensive Health and Physical Education (2020)

HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.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).

HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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PRE-ASSESSMENTS

The teacher will open each lesson by asking students about the topic that will be covered that day.

This may include certain vocab words or concepts. This will serve as a baseline to determine students prior knowledge on the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-the physical change that is beginning to happen to my body.-what I can do to maintain a healthy lifestyle.-how to identify people that I can talk to about these changes.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	I understand how puberty affects my body.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Boys- Watch the video about how the body is beginning to change Girls- Watch the video about how the body is beginning to change. -Have class discussion about the changes that are starting to happen.
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-Parts of the reproductive system-why the puberty is important.-how the puberty interacts with certain body systems.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	I understand how the reproductive system functions.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	<ul style="list-style-type: none">-Present Google Slide-Reading materials from the workbook (located in main office).
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-the definition of empathy.-ways to show empathy towards others.-recognize situations in which I should show empathy.
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Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I can use empathy towards others.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	<ul style="list-style-type: none"> -What a video about empathy. -Discuss what stood out in the video and if students can identify a time when empathy was shown. -complete "Deciding on Empathy" worksheet as a class or with a partner.
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none"> -the parts of a food label. -how to calculate calories. -create a healthy meal using all parts of the MyPlate.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I know all the food groups for a

	healthy plate of food,
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	-Present Google Slide -Have students use computers to research healthy meal choices to create their own meal, including how many calories they are consuming.
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	-the four different types of bullying. -bullying can happen in any situation. -how to help someone who is being bullied.
Student Learning Strategies	-Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I can identify when someone is being bullied and how to help.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students'

	responses during classroom discussion, activities, and related worksheets.
Activities and Resources	-Assign students to 4-6 groups. -Give each group a bullying scenario -Have the group act out a bullying situation.
Suggested Modifications	Click for Suggested Modifications

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	-what types of products contain alcohol. -what alcohol can do to an adolescent's body. -how to get help for someone who struggles with alcohol.
Student Learning Strategies	-Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I can say no to alcohol because of its negative impact on my body.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	-Watch the video -Discuss what stood out in the

	video to students -Have students complete 1 of 2 activity sheets .
Suggested Modifications	Click for Suggested Modifications

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

- LA.RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.