

Health Curriculum Overview

GRADE 4

Grade Level: Fourth Grade

Content Area: Health

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Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: FEELINGS AND HEALTHY RELATIONSHIPS			
Lesson 1: What Is Stress?	This lesson teaches about the effects of stress. After defining stress, students read two stories and identify the different physical and emotional reactions the characters may be having to particular life events. The teacher helps them link these descriptions to the idea of experiencing stress in both positive and negative ways. They listen to a list of possible events and vote whether each one would create positive or negative stress. Then they complete an activity sheet to identify physical and emotional reactions to stress.	Define stress. List physical and emotional reactions to stress.	2.3.5.HCDM.3
Lesson 2: What Causes Stress?	In this lesson, students review how stress can feel both good and bad. They complete an activity sheet to identify personal stressors at home, school and with friends. They learn about the physical effects of long-term stress, then hear a story about a fourth grader who is experiencing stress and identify possible causes and negative effects.	Identify personal stressors at home, in school and with friends. Identify possible causes and effects of long-term stress.	2.1.5.EH.1 2.3.5.HCDM.3

Lesson 3: Dealing with Stress in Healthy Ways	This lesson teaches stress-management techniques to help students deal with stress in healthy ways. Students review different ways to help handle stress, including deep breathing, picturing a calm place, talking things out and asking for help. They consider how feeling more in control can help people handle stress. Then complete an activity sheet to identify some personal stressors and techniques they could apply to help deal with the stress.	Identify positive and negative ways of dealing with stress and anxiety. Identify personal stressors and suggest stress-management techniques for dealing with them. Demonstrate techniques for dealing with stress in healthy ways.	2.1.5.EH.2 2.1.5.EH.4 2.1.5.CHSS.3
Lesson 4: Troublesome Feelings & Signals for Support	This lesson helps students understand troublesome feelings as signals for needing help. They read a story about a fourth grader who is experiencing sadness and anger over a family situation, and discuss what signs indicate the need for help. They identify people who could help and consider what the student in the story should do. They discuss the importance of getting personal support for troublesome feelings, then identify the personal feelings, thoughts and behaviors that would signal a need for support.	Identify feelings and emotions associated with loss and grief. Explain the importance of talking with parents and other trusted adults about troublesome feelings. Identify feelings, thoughts and actions for which someone should seek help.	2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.5 2.1.5.CHSS.3
Lesson 5: Self-Control for Troublesome Feelings	This lesson helps students apply self-control strategies to manage troublesome feelings. Students identify troublesome feelings and discuss possible consequences of expressing these feelings in inappropriate ways. They examine the concept of self-control and how being in control can help them manage stress and deal with troublesome feelings in healthy ways. They practice demonstrating self-control strategies in response to sample scenarios that students their age may face.	Describe self-control and how it can benefit mental and emotional health. Identify nonviolent ways to manage anger and other troublesome feelings. Demonstrate self-control techniques.	2.1.5.EH.1 2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.3
Lesson 6: Getting Help for Troublesome Feelings	This lesson helps students analyze what kind of support is needed for troublesome feelings and practice asking for help. They review the importance of talking with trusted adults about troublesome feelings. They work in teams to complete an activity sheet in which they suggest ways to deal with feelings and decide who would be a good person to ask for support for different situations students their age may face. Then they practice how to ask for support from a trusted adult.	Describe appropriate ways to express and deal with emotions. Explain the importance of talking with parents and other trusted adults about feelings. Identify parents and other trusted adults to talk with about feelings. Demonstrate how to effectively ask for help with troublesome feelings to improve mental and emotional health.	2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.5 2.1.5.CHSS.3
UNIT: GOOD HEALTH AND SAFETY			

Lesson 7: Habits for Good Health	In this lesson, students review habits that can keep them healthy. They begin by brainstorming a list of behaviors that contribute to personal health, then focus on the behaviors of taking care of teeth, keeping clean, getting enough rest, protecting skin from sun damage, and taking steps to help prevent infectious disease. They discuss why protecting personal health is important, then conduct a self-assessment to evaluate their own healthy habits. They work in small groups to create a list of simple guidelines to help make these behaviors healthy habits, and design posters to remind and encourage peers to practice the healthy behaviors.	Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. Explain why sleep and rest are important for proper growth and good health. Describe ways to prevent harmful effects of the sun. Describe ways to prevent the spread of germs that cause infectious diseases.	2.1.5.PGD.1 2.3.5.HCDM.2
Lesson 8: Protecting My Eyes and Ears	This lesson focuses on protecting vision and hearing. Students read about how to keep eyes and ears healthy. They learn about what they can do to keep their eyes and ears safe and healthy, and then conduct a self-assessment to evaluate their own habits around protecting their eyes and ears to identify what they are already doing well and areas for improvement.	Explain how hearing can be damaged by loud sounds. Describe how vision can be damaged. Describe ways to prevent vision or hearing damage.	2.1.5.PGD.1
Lesson 9: My Healthy Habit Goal	SKIP		
Lesson 10: Understanding Risk Taking	This lesson helps students explore the concept of risk and risk taking. After reading two articles that describe how young people were injured due to risky behaviors, they discuss what it means to take a risk and explore what makes a risk challenging but safe, and what makes a risk dangerous. They work in teams to complete an activity sheet to brainstorm and categorize both good and bad risks, and complete a second activity sheet individually to affirm their ability to choose safe risks and avoid dangerous risks that can lead to injuries or other problems. They take home a family sheet to help them talk about risks with their parents or guardians.	Identify reasons people take risks. Explain the difference between good risks and bad risks. List examples of dangerous or risky behaviors that might lead to injuries.	2.1.5.EH.1
Lesson 11: Staying Safe at Home, at School	This lesson helps students analyze common risks and come up with safety rules that can help them avoid injuries. Students think about the last time they were	List ways to prevent injuries at home. List ways to prevent injuries at school. List ways to prevent injuries in the community.	2.1.5.PGD.1 2.3.5.PS.1 2.3.5.PS.3

and in the Community	injured and where the injury occurred, and consider if their injury could have been prevented. They participate in a carousel activity to brainstorm different types of risks and injuries that can happen at home, at school and in the community, and then develop simple safety rules to follow to reduce these risks. They complete an activity sheet to summarize how they can apply safety rules in their lives.	Explain why household products are harmful if ingested or inhaled. Identify safety precautions for playing outdoors in different kinds of weather and climates. Identify equipment needed for protection in sports and recreational activities.	
Lesson 12: Assessing My Risks	SKIP		
Lesson 13: You Can Resist Peer Pressure and Dares	This lesson teaches refusal skills for resisting dares. Students discuss what kids may do to fit in and explore the idea of peer pressure. They consider how thinking ahead can help them avoid pressure situations, and learn words and actions they can use to refuse to engage in risky behaviors suggested by peers. They practice their refusal skills in teams using roleplays. They take home a mini-poster to reinforce the idea of not taking dares and remind them of the refusal skills they've learned.	Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury by refusing dares. Demonstrate effective peer resistance skills to avoid or reduce injury by refusing dares.	2.1.5.EH.3
Lesson 14: Responding to Conflict	In this lesson, students learn about the importance of understanding and resolving conflict. They define conflict and consider different ways a conflict might end or escalate, using an example situation. They explore which choices would be safe, peaceful and fair, and explain why these qualities are important for a healthy outcome to conflict. They learn the warning signs of serious conflict and the importance of seeking adult help in these situations. Then they complete two activity sheets to help them distinguish between simple and serious conflicts and propose safe, peaceful and fair solutions.	Describe the benefits of using nonviolent means to solve interpersonal conflict. Describe examples of prosocial behaviors that help prevent conflict. Determine if conflicts are simple or serious. Decide when a conflict needs adult attention. Propose safe, peaceful and fair ways to deal with conflict.	2.3.5.PS.6 AGE APPROPRIATE
Lesson 15: Conflict Resolution Skills	This lesson helps students practice some skills to resolve conflicts. They consider a series of questions that can help them solve simple conflicts in ways that are safe, peaceful and fair, and review how to recognize a successful conflict resolution. Then they practice communication skills for negotiating and resolving simple conflicts, as well as how	Demonstrate healthy ways to manage or resolve conflict. Demonstrate how to effectively ask for adult help with serious conflicts	2.1.5.SSH.5 2.3.5.PS.6 AGE APPROPRIATE

	to ask for adult help if a conflict becomes serious.		
UNIT: BUILDING A STRONG BODY			
Lesson 16: Eating Healthy: The Big Picture View	In this lesson, students are introduced to MyPlate as a guide for healthy eating. They think about the “big picture” way of looking at nutrition, then are presented with information about the different food groups. They create a booklet to record information about the different food groups and examples of the foods that belong to each group.	Name the food groups and a variety of nutritious food choices for each food group.	2.1.5.PGD.1 2.2.5.N.1
Lesson 17: Foods Help Your Body in Different Ways	This lesson continues instruction in MyPlate, with a focus on how different foods help the body and how much to eat from each food group each day. Students review the food groups to learn the jobs each group performs in maintaining health and how often to eat foods from each group and record this information. Then they complete an activity sheet to summarize what they’ve learned about MyPlate. They take home a mini-poster to remind them about eating healthy, and a family sheet to help them talk about healthy snacks with their parents or guardians.	Identify the amount of food from each food group that a child needs daily. Identify the jobs different food groups do for the body. Describe the benefits of eating plenty of fruits and vegetables. Explain the importance of eating a variety of foods from all the food groups.	2.1.5.PGD.1 2.2.5.N.1 2.2.5.N.2
Lesson 18: Being Active Every Day	In this lesson, students discuss different ways to be physically active and the benefits of moving their bodies. They learn why it is important to participate in a variety of different physical activities and categorize activities in terms of how they help the body be healthy. They assess their current activity level and identify activities they currently do or would like to try.	Describe the recommended amount of physical activity for children. Identify different types of physical activities. Describe the importance of choosing a variety of ways to be physically active. Explain positive outcomes from being physically active.	2.1.5.PGD.1 2.2.5.PF.1 2.2.5.PF.2
Lesson 19: My Daily Eating and Activity Goal	SKIP		
UNIT: DRUGS, ALCOHOL, AND TOBACCO SAFETY			
Lesson 20: Reasons to Stay Tobacco and Alcohol Free	In this lesson, students learn facts about tobacco and alcohol and consider reasons to be tobacco and alcohol free. With a partner, they research ways tobacco and alcohol hurt the body and other negative consequences	Identify short- and long-term effects of tobacco and alcohol use. Explain the dangers of experimenting with tobacco and alcohol.	2.3.5.ATD.1 2.3.5.ATD.2

	<p>of use. Then they work in teams to brainstorm a top 10 list of reasons to stay away from tobacco and alcohol use, including the benefits of being tobacco and alcohol free, ways these drugs can hurt the body and ways drug use can hurt social relationships and others around them. They discuss and synthesize their team lists into a classroom list that they can share with others.</p>	<p>Describe the benefits of not using tobacco and alcohol. Explain that tobacco use is an addiction. Access sources of accurate health information about tobacco and alcohol. Support peers in choosing to be tobacco and alcohol free.</p>	
Lesson 21: What Influences Tobacco and Alcohol Use?	SKIP		
Lesson 22: Saying NO Takes Practice	<p>In this lesson, students learn and practice refusal skills. They discuss the role a coach can play in helping a person get better at something. Then they learn how they can say NO to tobacco and alcohol pressures with their thoughts, words and actions. They practice sharing their reasons for being tobacco and alcohol free, with coaching from the teacher. The teacher models effective ways to say NO and helps students practice. Then they practice a second time, adding body language that can reinforce the NO message.</p>	<p>Explain reasons for being tobacco and alcohol free. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and tobacco use.</p>	2.3.5.DSDT.3
Lesson 23: Practicing How to Say NO	SKIP		
Lesson 24: Take It from Me--Be Drug Free!	SKIP		
UNIT: GROWING UP			
Lesson 25: Thinking About Growing and Changing	<p>This lesson helps students explore feelings and issues around growing up and beginning to go through puberty. Students respond to a survey with questions about growing and changing, then discuss their responses, including things that are difficult and things that are good. They complete an activity sheet that allows them to express some of the things they are thinking and feeling, and suggest advice they would give to younger students</p>	<p>Describe the physical, social, and emotional changes that occur during puberty.</p>	<p>2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.EH.1</p>

	<p>to help them cope with these new thoughts and feelings.</p> <p>Note: The HealthSmart Grade 4 lessons cover general changes of puberty. For more detailed lessons on physical development, see HealthSmart Grade 5.</p>		
<p>Lesson 26: Dealing with Growing Up</p>	<p>This lesson helps students prepare for challenges that may come with growing up. They review some common questions fourth graders may have about growth and body changes, then work with a partner to provide advice and answers to additional questions. They take home a mini-poster to remind them to like and value their growing, changing bodies.</p>	<p>Explain how puberty and development can vary greatly and still be normal. Demonstrate how to effectively communicate support for peers who are progressing through puberty.</p>	<p>2.1.5.PGD.2 2.1.5.PGD.3</p>
<p>Lesson 27: Getting Help with Growing Up and Changing</p>	<p>In this lesson, students identify people who can help them with issues around growing and changing. They consider the kinds of help they might need as they grow and change, and talk about the qualities they would look for in a support person. They complete an activity sheet to list people in their lives whom they could ask for advice and support, and then practice what they could say to ask these people for help.</p>	<p>Identify trusted adults to talk to about the changes that occur during puberty. Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.</p>	<p>2.1.5.PGD.5 2.1.5.SSH.5 2.1.5.CHSS.3</p>