



Grade 4 Health: Social Health

Unit Focus

Students will be introduced to what social skills are, learn the difference between positive and negative social behaviors, and be given tips to improve their social skills. Topics will include concepts of personal boundaries and consent, understanding bullying and how to be an upstander, and what are and how to utilize support systems by identifying people, resources, and services in the school and the community when dealing with issues, choices, and situations for themselves and others.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 3-5 - Identify characteristics and benefits of healthy family and peer relationships (HR 1.2.5) - Define and discuss consent as it relates to personal boundaries. (HR 1.4.5) - Summarize the impact of teasing or bullying others (VP 1.1.5) - Describe the difference between mean spirited behavior, bullying, and harassment. (VP 1.3.5) - Explain the difference between tattling and reporting aggressive or violent behavior (VP 1.4.5) - Explain what to do if you see bullying, fighting, and/ or violence. (VP 1.5.5) - Explain the importance of talking with parents and other trusted adults about feelings. (MEH 1.6.5) - Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others (MEH 1.7.5) - Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (MEH 1.8.5) Madison Public Schools Profile of a Graduate - Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self. T2 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People identify, discuss and demonstrate ways to communicate care, empathy, respect and responsibility for others without bias. U2 Individual actions can influence others thinking and actions. U3 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias. U4 Trusted adults who can support you can be found in schools and include teachers, nurses, social workers and guidance counselors.	<i>Students will keep considering...</i> Q1 How do we accept each other's differences? Q2 Do my actions and/or decisions have a negative or positive impact on myself or others? Q3 What is the main issue and who can help me to deal with it?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 characteristics and benefits of healthy family and peer relationships K2 what consent is and how it relates to personal boundaries. K3 the difference between positive and negative social behaviors	<i>Students will be skilled at...</i> S1 Describe the difference between mean spirited behavior, bullying, and harassment. S2 Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others

Stage 1: Desired Results - Key Understandings

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| | <p>K4 how to identify the different places we can go to help ourselves or others in our community.</p> | <p>S3 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).</p> <p>S4 Explain the importance of talking with parents and other trusted adults about feelings.</p> <p>S5 Demonstrate effective verbal and nonverbal communication skills.</p> <p>S6 Demonstrate empathetic, compassionate, and supportive behavior toward others.</p> <p>S7 Demonstrate healthy ways to manage or resolve conflict</p> |
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