

HEALTH GRADE 4

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 18- 22 Days

NJSLS for Health Education:

Personal Growth and Development

Core Idea: Health is influenced by the interaction of body systems.

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)

Core Idea: Puberty is a time of physical, social, and emotional changes.

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.

Emotional Health

Core Idea: Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

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.

Core Idea: Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

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.

Social and Sexual Health

Core Idea: All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

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).

Core Idea: Family members impact the development of their children physically, socially and emotionally.

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.

Core Idea: People in healthy relationships share thoughts and feelings, as well as mutual respect.

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. .

Community Health Services and Support

Core Idea: Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

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.

Core Idea: Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

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

Personal Safety

Core Idea: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

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.

Core Idea: There are strategies that individuals can use to communicate safely in an online environment.

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

Core Idea: Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations

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. .

Health Conditions, Diseases and Medicines

Core Idea: There are actions that individuals can take to help prevent diseases and stay healthy.

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 infection 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).

Alcohol, Tobacco and other Drugs

Core Idea: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

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.

Core Idea: Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

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.

Dependency, Substances Disorder, and Treatment

Core Idea: The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

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. .

Core Idea: The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

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). .

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

C:A1.5 Learn to make decisions

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Instructional Focus:

Enduring Understandings:

- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- To live a healthy life, I need to take responsibility for my own safety and wellness
- My actions affect my own health and that of others around me
- Human body systems work together for overall health and wellness
- Choosing a balanced variety of nutritious foods contributes to wellness
- Being aware of common childhood diseases, treatments, and prevention strategies can help me live healthier and longer than ever before
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of myself and others
- Self-esteem, resiliency, tolerance, and coping skills support my social and emotional health
- Effective decision making skills foster healthier lifestyle choices
- Using medicines correctly assures that I am safe and that I receive the maximum benefit
- Research has clearly established that alcohol, tobacco, and other drugs have harmful effects on the human body
- There are common signs, stages and influencing factors of substance abuse and dependency
- Family life and customs affect the ways people relate to one another
- Understanding puberty helps me cope with the transition from childhood to adolescence
- A mother's physical and emotional health and prenatal care have a direct impact on the delivery and long-term health of the child

Essential Questions:

- What is the difference between healthy and unhealthy risks?
- What do I need to know to make informed decisions to stay healthy and safe?
- How can I find information on health, diseases, and treatments? How can I judge the accuracy of the information I find?
- How can I find out if a food is nutritious or not?
- How can I help myself and others to stay safe and healthy?
- How can I cope with issues that I face daily at home and at school? How and where can I find help? What can I do to help myself?
- Why is it important to have strong communication skills?

- How are health and character related? How is character formed? Can it be changed? How?
- Why are some drugs and medicines safe and others not?
- How can I judge whether substances are safe or not? What can I do in the face of pressure for others and from society?
- Are all families the same? Why or why not?
- How does my body work? Why do I need to know?

Objectives:

Students will know:

- The signs of various forms of abuse and ways to get help.
- That the interaction between physical, social, mental and emotional factors contribute to overall wellness
- A balanced variety of nutritious foods is important in maintaining wellness
- Key vocabulary for reading and evaluating information found on food and product labels
- Strategies to prevent the spread of some common diseases
- How most diseases and health conditions are preventable
- That some diseases are contagious while others are not
- Basic safety principles to prevent injuries at home, in school and in the community
- Safety principles when riding in vehicles and when walking
- Effective decision-making processes when addressing health/safety issues
- Communication strategies to address health and safety situations
- The role of personal advocacy for continued health and wellness
- Differences between over the counter and prescription medicines
- Risks associated with the misuse/ abuse of medicines and other drugs
- Effects of tobacco, alcohol, marijuana and inhalants on the human body and mind
- People who misuse or abuse alcohol and other drugs often need help to quit
- Family units encompass a diversity of form and culture, thus addressing the members basic human needs in many different ways
- The life cycle begins with fertilization, continues on to birth, childhood, puberty and adulthood

Students will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Identify personal actions that promote wellness
- Create a shopping list for a healthy diet for a day by examining food labels and applying information about basic nutrients.
- Differentiate between healthy and unhealthy eating practices
- Explain the role of regular physical activity in relation to personal health
- Explain how to seek help when experiencing a health problem
- Interpret nutritional information on food labels to create a healthy meal
- Explain the interaction among body systems
- Role-play scenarios depicting bullying situations, peer pressure, and conflict
- Categorize diseases, symptoms, and preventive measures. Create slogans for safety principles and procedures
- Give a demonstration of safe bicycle practices and explain rules for riding
- Role-play interactions with strangers, acquaintances, and trusted adults demonstrating appropriate interpersonal communication strategies
- Justify the use of universal precautions, sanitation, proper food handling and to prevent the spread of diseases
- Explain the difference between drug use, abuse, and misuse.
- Identify HIV/AIDS as a communicable disease which can be avoided
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- Demonstrate a healthy child's development from a fertilized egg to childhood through adolescence to adulthood, describing some of the physical, social, and emotional changes that occur
- Describe the jobs/roles/responsibilities of family members
- Summarize the effects that tobacco products might have on the body
- Discuss why alcohol is allowed for adults, but is unsafe for children
- Compare/contrast tobacco use and marijuana use
- Design an escape plan for a family in case of a fire, including a meeting place

Assessments

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment