

## 4th Grade Health

# 4th Grade Health Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Character Education	6 days	
Social Emotional Growth	3 days	9 days
Safety	5 days	14 days
Nutrition	6 days	20 days
Personal Growth	10 days	30 days
<b>CATEGORY TOTALS</b>	30 days	

**Notes:** There are 30 Health sessions during the course of the year.

# 4th Grade Health

**Unit Title:** Character Education

## Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS- Health and Physical Education**

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.

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.

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

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5.CR.1</b>	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
<b>9.1.5.PB.2</b>	Describe choices consumers have with money (e.g., save, spend, donate).	Saving money can impact an individual’s ability to address emergencies and accomplish their short-and long-term goals.
<b>9.4.5.CT.2</b>	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
<b>9.4.5.CT.4</b>	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
<b>9.4.5.DC.4</b>	Model safe, legal, and ethical behavior when using online or offline technology.	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
<b>9.4.5.DC.5</b>	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.	Digital identities must be managed in order to create a positive digital footprint.

**Central Idea/Enduring Understanding:**

- A person’s core ethical values affect the health of that person and those around them.
- Character building is influenced by many factors positive and negative.
- Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.

**Essential/Guiding Question:**

- How does your character affect your health and those around you?
- How can setting goals make you successful?
- Why is it important to be a good citizen?
- Why is it important to implement our core values in our everyday life?
- How do attitudes and assumptions positively or negatively affect those with disabilities?
- How can families be different or similar?

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<ul style="list-style-type: none"> <li>● Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>● What strategies can you use to resolve conflicts?</li> <li>● How do you serve your community? How would you like to better serve?</li> <li>● Why is it important to show respect towards EVERYONE in school?</li> <li>● Who do you look up to as a role model of character?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Good health and strong character go hand in hand – respect, empathy, civic mindedness and good citizenship – affect the local community and the world.</li> <li>● Attitudes and assumptions toward individuals with disabilities may have a negative or positive impact.</li> <li>● Anti-bullying</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>● Students will be able to identify the difference between positive and negative influences on character development.</li> <li>● Students will be able to identify characteristics of positive character development.</li> <li>● Students will appreciate students and people with disabilities.</li> </ul>
<p><b>Interdisciplinary Connections:</b>            Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)            Math: ability to analyze charts and percentages related to relevant impacts of HIB incidents</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Work with puppets for role-playing</li> <li>● Role play with other students</li> <li>● Use "I Message"</li> <li>● Recite the Anti-Bullying Pledge</li> <li>● Read examples from literature</li> <li>● See video examples</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Written and oral responses</li> </ul>
<p><b>Stage 3: Learning Plan</b></p>	
<p><b>Learning Opportunities/Strategies:</b></p> <p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>● Service Projects: How do you serve? How would you like to serve? Kids Heart Challenge, Autism Awareness, Cards etc.</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>● What is Bullying? Brainpop</li> </ul> <p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>● Civic mindedness/citizenship: importance of being a good citizen</li> </ul> <p><b>Session 4</b></p> <ul style="list-style-type: none"> <li>● Role models of character: Identifying Role positive role models. (Peer Relationships)</li> </ul> <p><b>Session 5</b></p> <ul style="list-style-type: none"> <li>● Discovering disabilities: Anthony Robles</li> </ul> <p><b>Session 6</b></p> <ul style="list-style-type: none"> <li>● Family Situations/dynamics: Separation</li> </ul>	<p><b>Resources:</b></p> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>● Books</li> <li>● Internet With Projector</li> <li>● Whiteboard/Smartboard equipment</li> <li>● Paper</li> <li>● Writing supplies</li> <li>● Art supplies</li> <li>● PE Equipment</li> </ul>

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<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson Skill Extension</li> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Rewording Directions</li> <li>● Allow Extra Time</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> <li>● Receive help from a peer assistant</li> <li>● Allow extra time</li> <li>● Reword directions</li> </ul>

<b>Unit Title:</b> Social Emotional Growth		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b>		
<b>NJSLS- Health and Physical Education</b>		
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.		
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		
<b>Career Readiness, Life Literacies and Key Skills</b>		
Standard	Performance Expectations	Core Ideas
<b>9.1.5.FP.3</b>	Analyze how spending choices and decision-making can result in positive or negative consequences.	Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.
<b>9.1.5.FP.4</b>	Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)	
<b>9.2.5.CAP.1</b>	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
<b>9.2.5.CAP.2</b>	Identify how you might like to earn an income.	
<b>9.2.5.CAP.3</b>	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	
<b>9.2.5.CAP.4</b>	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	

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<b>9.4.5.CI.3</b>	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Many factors play a role in social and emotional health.</li> <li>• Stress management skills can affect your emotional response to stressful situations.</li> <li>• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>• Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• Does your ability to handle stress affect your own wellness and the wellness of those around you?</li> <li>• What are basic NEEDS?</li> <li>• What Causes Stress?</li> <li>• What exactly is bullying?</li> </ul>
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<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Ways to cope with rejection, loss and separation</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul>
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**Interdisciplinary Connections:**  
 Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)  
 Math: ability to analyze charts and percentages related to mental health issues

### Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Pair Share</li> <li>• Demonstrate strategies with puppets</li> <li>• Find examples in literature</li> <li>• Write "I Messages"</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• Conflict Resolution: Peer Mediation</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>• Coping Skills (Rejection, loss, and separation)</li> </ul> <p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>• Stress Awareness: Recognizing and relieving stress</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Internet With Projector</li> <li>• Whiteboard/Smartboard equipment</li> <li>• Paper</li> <li>• Writing supplies</li> <li>• Art supplies</li> <li>• PE Equipment</li> </ul>
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<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>Lesson Skill Extension</li> <li>Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Rewording Directions</li> <li>Allow Extra Time</li> <li>Receive help from a peer mentor</li> </ul>	<ul style="list-style-type: none"> <li>IEP's</li> <li>504's</li> <li>Instructional Aides</li> <li>Receive help from a peer assistant</li> <li>Allow extra time</li> <li>Reword directions</li> </ul>

<b>Unit Title:</b> Safety		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b>		
<b>NJSLS- Health and Physical Education</b>		
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		
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.		
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.1.5.RMI.1</b>	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
<b>9.4.5.TL.1</b>	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.	Different digital tools have different purposes.
<b>Central Idea/Enduring Understanding:</b>		<b>Essential/Guiding Question:</b>
<ul style="list-style-type: none"> <li>Safety comes from identifying unsafe situations and making good choices helps to make the lives of yourself and others safer at home, school and in the community.</li> <li>Summarize various forms of abuse and ways to get help.</li> <li>Be able to provide simple first-aid for choking, bleeding, burns and poisoning.</li> </ul>		<ul style="list-style-type: none"> <li>What are potential hazards that affect your health at school or home?</li> <li>What do we do if someone is hurt in class?</li> <li>What safety precautions should be taken when traveling? (Bike, bus, car)</li> <li>What safety precautions should be made to PREVENT injury?</li> </ul>
<b>Content:</b>		<b>Skills/Objectives:</b>
<ul style="list-style-type: none"> <li>Be aware of dangers in your area.</li> <li>Develop strategies to reduce risk at home, school and in the community.</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to identify dangers at home, school and in the community and will be able to strategize and minimize risk.</li> </ul>

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<ul style="list-style-type: none"> <li>Name types of abuse and how to get help</li> <li>First aid for choking, bleeding, burns and poison.</li> <li>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify types of abuse and where to seek help.</li> <li>Students will be able to provide first aid for choking bleeding, burns and poison.</li> </ul>
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**Interdisciplinary Connections:**

Science: Biology

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to medical emergency/first aid

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Role play
- Small group task cards
- Magazine picture cards – identify and state how to prevent a dangerous situation

**Other Evidence:**

- Teacher observation
- Written and oral articulation

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

**Session 1**

- Assessing risk: Fire and accident prevention.

**Session 2**

- First Aid: Why do we wrap, bandage, clean, etc.?

**Session 3**

- Transportation Safety: Bike, Car, Bus

**Session 4**

- Injury Prevention: Identifying risky situations

**Session 5**

- Abuse

**Resources:**

**Sessions**

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Lesson Skill Extension</li> <li>Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Rewording Directions</li> <li>Allow extra time</li> <li>Receive help from peer mentors</li> </ul>	<ul style="list-style-type: none"> <li>IEP's</li> <li>504's</li> <li>Instructional Aides</li> <li>Receive help from peer mentors</li> </ul>

# 4th Grade Health

**Unit Title:** Nutrition

## Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS- Health and Physical Education**

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.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5.FP.5</b>	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.	Not all financial information is accurate or truthful.
<b>9.1.5.PB.1</b>	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.	There are specific steps associated with creating a budget.
<b>9.4.5.IML.5</b>	Distinguish how media are used by individuals, groups, and organizations for varying purposes.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
<b>9.4.5.IML.6</b>	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

**Central Idea/Enduring Understanding:**

- It is important to make healthy choices with anything you put in your body.
- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

**Essential/Guiding Question:**

- How do we read nutrition labels?
- What does a balanced meal look like?
- How do I make the healthiest food choices?
- Why is it important to eat the proper foods?
- What are medicines and how are they used?

**Content:**

- 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.
- Choose My Plate

**Skills(Objectives):**

- Distinguish between over-the-counter and prescription medicines.
- Compare the short- and long-term physical effects of all types of tobacco use.
- 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 unhealthy eating practices.

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	<ul style="list-style-type: none"> <li>● Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● Interpret food product labels based on nutritional content.</li> </ul>
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**Interdisciplinary Connections:**

Science: Biology and chemistry

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to caloric intake, health issues related to dietary choices.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Provide students with a three-column chart. Each column w/the following of three labels: Illegal Drugs, Legal Drugs - prescription, Legal Drugs -over-the-counter.</li> <li>● Students are to provide a minimum of three examples per column, and will provide a written explanation at the bottom of the chart detailing why some are/aren't illegal.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Written and oral responses</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b><u>Session 1</u></b></p> <ul style="list-style-type: none"> <li>● Understanding Nutrition Labels</li> </ul> <p><b><u>Session 2</u></b></p> <ul style="list-style-type: none"> <li>● Balanced Meals: Content Calories and Cost</li> </ul> <p><b><u>Session 3</u></b></p> <ul style="list-style-type: none"> <li>● Healthy Food Choices vs Unhealthy Food Choices</li> <li>● Cause and effect</li> </ul> <p><b><u>Session 4</u></b></p> <ul style="list-style-type: none"> <li>● Food is Fuel: Choose Wisely</li> </ul> <p><b><u>Session 5</u></b></p> <ul style="list-style-type: none"> <li>● Medicines: What are they? How are they used?</li> </ul> <p><b><u>Session 6</u></b></p> <ul style="list-style-type: none"> <li>● Wellness: Preventative Care</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Books</li> <li>● Internet With Projector</li> <li>● Whiteboard/Smartboard equipment</li> <li>● Paper</li> <li>● Writing supplies</li> <li>● Art supplies</li> <li>● PE Equipment</li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson Skill Extension</li> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Rewording Directions</li> <li>● Allow Extra Time</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> </ul>

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- Receive help from a peer assistant
- Allow extra time
- Reword directions

**Unit Title:** Personal Growth

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS- Health and Physical Education**

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).

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

2.3.5.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).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5. EG.5</b>	Identify sources of consumer protection and assistance.	There are agencies, laws, and resources to protect individuals as consumers.
<b>9.1.5.FP.5</b>	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.	Not all financial information is accurate or truthful.
<b>9.1.5.RMI.2</b>	Justify reasons to have insurance.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
<b>9.2.5.CAP.5</b>	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.	Income and benefits can vary depending on the employer and type of job or career.
<b>9.4.5.GCA.1</b>	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.

**Central Idea/Enduring Understanding:**

- Personal health practices and behaviors can affect an individual's body systems
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

**Essential/Guiding Question:**

- How do we care for our skeletal system?
- How do we care for our muscular system?
- How do we care for our respiratory system?
- How do we care for our circulatory system?
- How do we care for our digestive system?

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<ul style="list-style-type: none"> <li>• There are actions that individuals can take to help prevent diseases and stay healthy.</li> <li>• Health is influenced by the interaction of body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• What's more important: prevention or cure?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health and safety related situations.</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> </ul>

**Interdisciplinary Connections:**

Science: Biology

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Choose a local cause, make posters, a public service announcement or host a fundraiser.</li> <li>• Develop an online directory of school and community health and social services linking common adolescent problems with the appropriate provider.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> <li>• Quiz/checklist on key terms, concepts, skills ...</li> <li>• Oral response</li> <li>• Written response</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b><u>Session 1</u></b></p> <ul style="list-style-type: none"> <li>• Skeletal system: Identification and Functionality</li> </ul> <p><b><u>Session 2</u></b></p> <ul style="list-style-type: none"> <li>• Respiratory System: Identification and Functionality</li> </ul> <p><b><u>Session 3</u></b></p> <ul style="list-style-type: none"> <li>• Circulatory System: Identification and Functionality</li> </ul> <p><b><u>Session 4</u></b></p> <ul style="list-style-type: none"> <li>• Muscular System: Identification and Functionality</li> </ul> <p><b><u>Session 5</u></b></p> <ul style="list-style-type: none"> <li>• Digestive System: Identification and Functionality</li> </ul> <p><b><u>Session 6</u></b></p> <ul style="list-style-type: none"> <li>• Disease and Health Conditions</li> </ul> <p><b><u>Session 7</u></b></p> <ul style="list-style-type: none"> <li>• Personal Hygiene: Dental</li> </ul> <p><b><u>Session 8</u></b></p> <ul style="list-style-type: none"> <li>• Personal Hygiene: Whole Body</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b><u>Sessions</u></b></p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Internet With Projector</li> <li>• Whiteboard/Smartboard equipment</li> <li>• Paper</li> <li>• Writing supplies</li> <li>• Art supplies</li> <li>• PE Equipment</li> </ul>
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## 4th Grade Health

<b>Session 9</b> <ul style="list-style-type: none"> <li>• Proper Food Handling</li> </ul>			
<b>Session 10</b> <ul style="list-style-type: none"> <li>• Wellness Check Up</li> </ul>			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Lesson Skill Extension</li> <li>• Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Rewording Directions</li> <li>• Allow Extra Time</li> </ul>	<ul style="list-style-type: none"> <li>• IEP's</li> <li>• 504's</li> <li>• Instructional Aides</li> <li>• Receive help from a peer assistant</li> <li>• Allow extra time</li> <li>• Reword directions</li> </ul>