# Health Grade 4

**Description**

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 4 program is comprised of 5 units of study.

## Course Overview

**Course Objectives**

Students should:

- identify risk factors for young people's involvement with tobacco, alcohol and marijuana.
- describe the behavioral and physical effects of tobacco, alcohol and marijuana.
- identify the effects of inhalants upon body systems.
- discuss the effects of chemical dependency on a family.
- identify potential trouble in seemingly fun activities (i.e. "hanging out", fireworks, taking a dare).
- identify healthy ways to have fun.
- recognize what the students know about themselves will affect how they act and make decisions.
- identify coping strategies in a chemically dependent family.
- identify and demonstrate refusal strategies.
- identify helping resources in the school and community.
- identify legal, school, family, and personal consequences of using drugs.
- describe the relationship between personal behavior and well being.
- practice healthy techniques to deal with stress.
- select foods high in fiber, low in salt, fat and

**Essential Questions**

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

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| sugar.<br>• describe benefits of healthful eating and physical activity.<br>• identify the components of a food label.<br>• identify common advertising techniques.<br>• demonstrate the ability to select healthy from unhealthy foods on a fast food/restaurant menu.<br>• review symptoms, causes and prevention of communicable and non-communicable diseases. (infectious/non infectious)<br>• understand the difference between a virus and bacteria and how germs are spread.<br>• identify personal health behaviors that help prevent the spread of disease.<br>• review head lice and ways to prevent it.<br>• review Immune System<br>• review steps to germ prevention.<br>• identify blood –borne pathogen safety, including HIV/AIDS. discuss basic physical changes associated with the pre-adolescents.<br>• identify the need for increased hygiene as body changes occur.<br>• review general functions of each body system.<br>• differentiate between behaviors that protect the body and those that can harm the body.<br>• define roles of adults and children within the family.<br>• review family responsibilities.<br>• identify actions that show respect.<br>• review rules for being home alone.<br>• discuss basic first aid procedures for life threatening situations (i.e choking, no breathing, profuse bleeding, poisoning).<br>• recognize the danger of taking a dare (the choking game) and internet safety.<br>• review safety equipment for recreational activities.<br>• review fire safety and escape routes in home. | | |

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| • increase their ability to identify others' feelings, take others' perspectives, and respond empathetically to others.<br>• remember understanding others, solving problems, and controlling anger are skills which can be learned.<br>• review and practice problem solving strategies.<br>• recognize feelings of anger and review problem solving techniques.<br>• identify angry feelings, but recognize angry behavior can be destructive.<br>• identify a list of adults that you can go to for help if you feel angry, anxious or sad.<br>• evaluate intervention options and understand the responsibilities of being a target and a bystander.<br>• define sexual harassment. | | |
| **Content Outline**<br>I. Unit 1 - Substance Abuse<br>II. Unit 2 - Wellness<br>III. Unit 3 - Family Life and Human Growth and Development<br>IV. Unit 4 - Safety and Accident Prevention<br>V. Unit 5 - Violence Prevention | **Standards**<br><br>State of Connecticut Curriculum Frameworks<br><br>Connecticut State Health Standards are met in the following areas:<br>• ***Core Concepts***<br>• ***Accessing Health Information and Resources***<br>• ***Self-Management of Healthy Behaviors***<br>• ***Analyzing Internal and External Influences***<br>• ***Communication Skills***<br>• ***Decision-Making Skills***<br>• ***Goal-Setting Skills***<br>• ***Advocacy*** | |

| Pacing Guide - Elementary | | | | | | | | | | |
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| 1st Marking Period | | | | 2nd Marking Period | | | 3rd Marking Period | | | |
| September | October | November | December | January | February | March | April | May | June | |
| Unit 1<br><br>**Substance Abuse**<br><br>6 weeks | | Unit 2<br><br>**Wellness**<br><br>8 weeks | | Unit 3<br><br>**Family Life and Human Growth and Development**<br><br>6 weeks | | Unit 4<br><br>**Safety and Accident Prevention**<br><br>5 weeks | | Unit 5<br><br>**Violence Prevention**<br><br>8 weeks | |

**Unit 1 – Substance Abuse, 6 weeks**

**Standards**

***Accessing Health Information and Resources***

**Students will demonstrate the ability to access valid health information, products and services.**

Students will:

- E.2.1 Demonstrate the ability to locate valid health information, products and services.

***Self-management of Healthy Behaviors***

**Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.**

Students will:

- E.3.1 Identify responsible health behaviors.
- E.3.3 Compare behaviors that are safe to those that are risky or harmful.

***Decision-Making Skills***

**Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will:

- E.6.1 Demonstrate the ability to apply a decision-making process to enhance health.

| **Unit Objectives** | **Essential Questions:** | **Skill Objectives** |
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| Students will be able to:<br>• describe the behavioral and physical effects of tobacco, alcohol and marijuana.<br>• discuss the effects of chemical dependency on a family.<br>• recognize what the students know about themselves will affect how they act and make decisions. | • What can I do to avoid or reduce health risks?<br>• How do I make good decisions to keep myself healthy?<br>• How and where do I find information, products and resources?<br><br>**Focus Questions**<br>• How are drugs harmful to the body?<br>• What are some alternative activities to using drugs?<br>• What are the effects of conflict and change in the family and how can we get support if we need help?<br>• What are possible resources in your school or community where you can go for help?<br>• What are possible consequences on may face when dealing with drugs or alcohol? | Students will:<br>• identify risk factors for young people's involvement with tobacco, alcohol and marijuana.<br>• identify the effects of inhalants upon body systems.<br>• identify potential trouble in seemingly fun activities (i.e. "hanging out", fireworks, taking a dare).<br>• identify healthy ways to have fun.<br>• identify coping strategies in a chemically dependent family.<br>• identify and demonstrate refusal strategies.<br>• identify helping resources in the school and community.<br>• identify legal, school, family, and |

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| | • What are the necessary steps to making a decision?<br>• What refusal strategies are helpful in making healthful choices about alcohol and other drug use? | personal consequences of using drugs. |
| | **Materials/Resources**<br><br>• Totally Awesome Health Text (optional)<br>• Brainpop https://www.brainpop.com/health/personalhealth/alcohol/<br>• https://www.brainpop.com/health/personalhealth/smoking/ | |

**Unit 2 – Wellness, 8 weeks**

**Standards**

***Core Concepts***

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will:

- E.1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems.
- E.1.9 Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (eg, HIV/AIDS, diabetes, cancer and heart disease).

***Self-management of Healthy Behaviors***

**Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.**

Students will:

- E.3.6 Identify and practice skills to manage stress.

***Communication Skills***

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Students will:

- E.5.2 Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

***Goal-Setting Skills***

**Students will use goal-setting skills to enhance health.**

Students will:

- E.7.1 Demonstrate the ability to apply the goal setting process to enhance health.

| **Unit Objectives** | **Essential Questions** | **Skill Objectives** |
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| Students will be able to:<br>• describe the relationship between personal behavior and well being.<br>• review the food guide pyramid.<br>• describe benefits of healthful eating and physical activity.<br>• review symptoms, causes and prevention of communicable and non-communicable diseases. (infectious/non infectious) | • What do I need to know to stay healthy?<br>• What can I do to avoid or reduce health risks?<br>• How can communication enhance my personal health?<br>• How do I use the goal setting process to improve my health?<br><br>**Focus Questions**<br>• What positive behaviors do students need to | Students will:<br>• practice healthy techniques to deal with stress.<br>• select foods high in fiber, low in salt, fat and sugar<br>• identify the components of a food label.<br>• identify common advertising techniques. |

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| • understand the difference between a virus and bacteria and how germs are spread.<br>• review head lice and ways to prevent it.<br>• review Immune System<br>• review steps to germ prevention | possess in order to live a healthy life?<br>• What are positive ways students can deal with stress?<br>• What are the 5 food groups of the food guide pyramid?<br>• Which foods are high in fiber, low in salt, fat and sugar?<br>• How do we benefit from eating healthy and exercising?<br>• What is the importance of a food label?<br>• How do advertisers sell products?<br>• What are symptoms of communicable and non-communicable diseases and how are they spread?<br>• What is the difference between a virus and bacteria?<br>• How are germs spread?<br>• How can you prevent the spread of diseases?<br>• How can students prevent themselves from getting head lice?<br>• Why is the Immune System important?<br>• How can you prevent spreading germs?<br>• What are the safety rules in dealing with blood? | • demonstrate the ability to select healthy from unhealthy foods on a fast food/restaurant menu.<br>• identify personal health behaviors that help prevent the spread of disease.<br>• identify blood –borne pathogen safety, including HIV/AIDS. |
| | **<u>Materials Resources</u>**<br><br>• MyPlate a Yummy Curriculum<br>• Whitson's Dietician lesson<br>• Totally Awesome Health Text Book (optional)<br>• School nurse | |

**Unit 3 – Family Life and Human Growth and Development, 6 weeks**

**Standards**

***Core Concepts***

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will:

- E.1.0 Describe the physical and emotional changes that occur during puberty.

***Accessing Health Information and Resources***

**Students will demonstrate the ability to access valid health information, products and services.**

Students will:

- E.2.4 Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults.

***Self-management of Healthy Behaviors***

**Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.**

Students will:

- E.3.2 List personal health needs.

***Analyzing Internal and External Influences***

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health.**

Students will:

- E.4.4 Identify and explain how the media may influence messages one may receive about body image.

| **Unit Objectives** | **Essential Questions** | **Skill Objectives** |
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| Students will be able to:<br>• discuss basic physical changes associated with the pre-adolescents.<br>• review general functions of each body system.<br>• differentiate between behaviors that protect the body and those that can harm the body.<br>• define roles of adults and children within the family.<br>• review family responsibilities. | • What do I need to know to stay healthy?<br>• How and where do I find information, products and resources?<br>• What can I do to avoid or reduce health risks?<br>• What influences my healthy behaviors and decisions?<br><br>**Focus Questions**<br>• What are some physical changes that adolescents go through? | Students will:<br>• identify the need for increased hygiene as body changes occur.<br>• identify actions that show respect. |

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| | • Why is there a need for increased hygiene as body changes occur? What are those needs?<br>• What is the importance of each body system?<br>• What are positive and negative behaviors that may affect the body?<br>• What are the roles of an adult and child within a family?<br>• What are responsibilities held within a family?<br>• What does respect look like? | |
| | **Materials Resources**<br>• Totally Awesome Health Text (optional) | |

**Unit 4– Safety and Accident Prevention, 5 weeks**

**Standards**

***Analyzing Internal and External Influences***

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health.**

Students will:

- E.4.2 Explain how media and technology influence personal and health behaviors.

***Communication Skills***

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Students will:

- E.5.1 Practice verbal and non verbal communication as a means of enhancing health.

| **Unit Objectives** | **Essential Questions** | **Skill Objectives** |
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| Students will be able to:<br>• discuss basic first aid procedures for life threatening situations (i.e choking, no breathing, profuse bleeding, poisoning).<br>• recognize the danger of taking a dare and internet safety.<br>• review safety equipment for recreational activities. | • What influences my healthy behaviors and decisions?<br>• How can communication enhance my personal health?<br><br>**Focus Questions**<br>• What are safety rules to consider when staying home alone?<br>• What basic first aid procedures would be used in life threatening situations?<br>• What are some dangers one may encounter when using the internet?<br>• What type of safety equipment could be used when doing recreational activities?<br>• What are important fire safety rules? | Students will:<br>• verbalize fire safety and escape routes in home.<br>• recite rules for being home alone. |
| | **Materials / Resources**<br><br>- Fire Department presentation<br>- LMC specialist- internet safety | |

**Unit 5 – Violence Prevention, 8 weeks**

**Standards**

***Core Concepts***

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will:

- E.1.5 Examine how physical, social and emotional environments influence personal health.

***Advocacy***

**Students will demonstrate the ability to advocate for personal, family and community health.**

Students will:

- E.8.7 Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

| **Unit Objectives** | **Essential Questions** | **Skill Objectives** |
|---|---|---|
| Students will be able to:<br>• increase their ability to identify others' feelings, take others' perspectives, and respond empathetically to others.<br>• review: understanding others, solving problems, and controlling anger are skills which can be learned.<br>• review and practice problem solving strategies.<br>• recognize feelings of anger and review problem solving techniques.<br>• Review Talking about Touching safety rule. | • What do I need to know to stay healthy?<br>• What can I do to promote accurate health information and healthy behaviors?<br><br>**Focus Questions**<br>• How do you identify feelings of others?<br>• What skills are needed for problem solving and controlling anger?<br>• How do you identify angry feelings?<br>• What intervention options can be used for being a target and bystander of violence?<br>• How can you control your anger?<br>• How do you define sexual harassment?<br>• What are appropriate personal boundaries? | Students will:<br>• identify angry feelings, but recognize angry behavior can be destructive.<br>• identify a list of adults that you can go to for help if you feel angry, anxious or sad.<br>• evaluate intervention options and understand the responsibilities of being a target and a bystander. |
| | **Materials / Resources**<br>• Responsive Classroom<br>• Second Step to Violence Prevention<br>• Mind Up | |