

Grade 4: Advocacy/Safety & Injury Prevention

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - SHAPE 8. Advocate to promote health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... advocating for others to make healthy choices will help improve healthy norms of family and community life.	ESSENTIAL QUESTIONS Can encouraging others to be healthy help you be healthy?
	Acquisition	
	Students will know... - the ways to encourage others to make good choices and the behaviors that would encourage a healthy decision. - that when trying to persuade others, using facts and accurate information will support your ideas. - that there are strategies to stay safe around electricity. - to "stop, drop, and roll" in case of a fire emergency. - that strategies to prevent fires and having fire escape plans for the home are critical. - that it is important to have adult supervision near a swimming area (pool, lake, etc...). - that a person should have a buddy system when swimming and take other precautions around water. - that children need to know how to use personal flotation devices near water. - that it is important to know how to be safe when dealing with strangers. - that there are appropriate and inappropriate touch/contact for different people you know. - that inappropriate touch/contact should be reported.	Students will be skilled at... - choosing a healthy behavior and taking a clear, health-enhancing stand. - supporting the position with relevant information. - identifying a target audience and ways to advocate to that group. - encouraging others to make healthful choices (advocacy). - demonstrating passion/conviction. - following bus safety rules.

	• that it is important to use a helmet when biking, roller blading or skateboarding. • that strategies for safe walking and biking include wearing reflective clothes, being on the proper side of the road, etc. • that seatbelts should always be worn in a car and young people ride in the backseat. <u>vocabulary:</u> advocacy, persuade, protective gear, home escape plans, reflective clothing, personal flotation device, buddy system	
Content Area Literacy Standards	21st Century Skills	
not applicable	• make judgments and decisions • communicate clearly • collaborate with others • use systems thinking • be flexible	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
Technology Integration	District Materials

--	--