

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 4

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p>Personal Health Objectives and Student Products:</p> <p>Role-play hygiene practices.</p> <p>Understand body water content demonstration.</p> <p>Social and Emotional Health Objectives and Student Products:</p> <p>Create greeting cards to express emotions.</p> <p>Role-play emotions.</p> <p>Create a Bullying comic strip.</p> <p>Act out conflict scenarios.</p> <p>Role-play stressful situations.</p> <p>Discuss stereotypes.</p>	<p>Character Development Objectives and Student Products:</p> <p>Create a Rap song based on character traits.</p> <p>Write about what makes a good role-model.</p> <p>Relationships Objectives and Student Products:</p> <p>Identify various family structures.</p> <p>Share family rules.</p> <p>Write about dealing with change.</p> <p>Brainstorm ways that culture influences development.</p>	<p>Diseases and Health Conditions Objectives and Student Products:</p> <p>Write a paragraph about the importance of early detection of illnesses and diseases.</p> <p>Create a list of common illnesses.</p> <p>Match diseases and health conditions with a list of signs and symptoms.</p> <p>Create a brochure on safe kitchen practices.</p> <p>Medicines Objectives and Student Products:</p> <p>Compare over-the-counter and prescription medicine.</p>	<p>Sexuality Objectives and Student Products:</p> <p>Participate in a discussion with school nurse regarding changes during puberty.</p> <p>“Change: It Just Happens”</p> <p>Pregnancy and Parenting Objectives and Student Products:</p> <p>Create chronological presentation of pictures depicting human development from fertilization to birth.</p> <p>Interview an expectant mother.</p>

<p>Communication Objectives and Student Products:</p> <p>Health product design</p> <p>Role-play how to say “No”.</p> <p>Ongoing list of health problems</p> <p>Decision Making Objectives and Student Products:</p> <p>Solve real-life decisions in groups.</p> <p>Compose a Thank-you note.</p> <p>Brainstorm risky scenarios.</p> <p>Recall difficult decisions and change reactions to them.</p> <p>Safety Objectives and Student Products:</p> <p>Identify school hazards.</p> <p>Participate in “Classroom Clinic”.</p> <p>Discuss abuse and handling situations.</p>	<p>Create a personal ad to describe oneself.</p> <p>Describe safe and unsafe ways to show caring.</p> <p>Demonstrate speech showing respect.</p> <p>Leadership, Advocacy and Service Objectives and Student Products:</p> <p>Research laws that enhance wellness.</p> <p>Write letters to individuals in a nursing home.</p>	<p>Create and perform a skit showing healthful behaviors involving prescription drugs.</p> <p>Create a new medicine.</p> <p>Dependency/Addiction and Treatment Objectives and Student Products:</p> <p>Create a pamphlet listing signs of abuse and how to get help.</p> <p>Explore print ads discussing positive and negative impact.</p>	
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List safety rules for strangers.			
<p>Essential Questions:</p> <p>What are the consequences of our choices in terms of wellness?</p> <p>What causes optimal growth and development?</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>How can you learn to like yourself and others?</p> <p>How do you know whether or not health information is accurate?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p>	<p>Essential Questions:</p> <p>How are character and health related?</p> <p>What aspects of our character can be changed?</p> <p>How can you inspire others to address health issues?</p> <p>How do we learn to understand and respect diversity in relationships?</p> <p>How do we know when a relationship is not worth saving?</p>	<p>Essential Questions:</p> <p>To what extent can we keep ourselves disease-free?</p> <p>How do I determine whether or not a medication will be effective?</p> <p>Why does one person become an addict and another does not?</p>	<p>Essential Questions:</p> <p>How do you know when the time is right for you to become sexually active?</p> <p>Why does the U.S. have such a high incidence of unintended pregnancies and sexually transmitted infections?</p> <p>What determines a person's sexual orientation?</p> <p>How do you know when you are ready to have a child?</p>

<p>Materials/Resources:</p> <p>MacMillan/McGraw Hill Health and Wellness</p> <p>Poster paper</p> <p>Glass</p> <p>Water</p> <p>Green/Blue food coloring</p> <p>Paper</p> <p>Conflict cards</p> <p>Graphic Organizer</p>	<p>Materials/Resources:</p> <p>MacMillan/McGraw Hill Health and Wellness</p> <p>Paper</p> <p>Health Journal</p> <p>Computers</p> <p>Nursing Home contacts</p>	<p>Materials/Resources:</p> <p>MacMillan/McGraw Hill Health and Wellness</p> <p>Index cards</p> <p>Paper</p> <p>Grab bag</p> <p>Construction paper</p> <p>Empty medicine containers</p> <p>Labels</p> <p>Computers</p> <p>Magazines</p>	<p>Materials/Resources:</p> <p>School nurse</p> <p>Human Growth and Development chart</p> <p>Human development pictures</p> <p>Expectant mother for interview</p>
<p>Assessment:</p> <p>Participation and discussion</p>	<p>Assessment:</p> <p>Participation and discussion</p>	<p>Assessment:</p> <p>Participation and discussion</p>	<p>Assessment:</p> <p>Participation and discussion</p>

<p>Teacher observation Student generated products</p>	<p>Teacher observation Student generated products</p>	<p>Teacher observation Student generated products</p>	<p>Teacher observation Student generated products</p>
<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.A1: Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. 2.1.4.A.2: Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p> <p>2.1.4.D: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. Applying first-aid procedures can minimize injury and save lives.</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.A: Personal Growth and Development: The dimensions of wellness are interrelated and impact overall personal well-being.</p> <p>2.1.4.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.4.E.1: Compare and contrast how individuals and families attempt to address</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.C: Diseases and Health Conditions: The use of disease prevention strategies in home, school, and community promotes personal health.</p> <p>2.1.4.C.1: Explain how most diseases and health conditions are preventable.</p> <p>2.1.4.C.2: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relations and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.4.B: Sexuality: Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p>2.4.4.B.1: Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>

<p>2.1.4.D.1: Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.4.D.3: Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p> <p>2.1.4.D.4: Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p> <p>2.1.4.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.4.E.2: Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and</p>	<p>basic human needs.</p> <p>2.1.4.E.3: Determine ways to cope with rejection, loss, and separation.</p> <p>2.2: <u>Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.4.C: Character Development: Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.4.C.2: Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.4.C.3: Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>2.1.4.C.3: Explain how mental health impacts one's wellness.</p> <p>2.1.4.D: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.4.D.2: Summarize the various forms of abuse and ways to get help.</p> <p>2.1.4.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.4.E.4: Summarize the causes of stress and explain ways to deal with stressful situations.</p> <p>2.3: <u>Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and</u></p>	<p>2.4.4.C: Pregnancy and Parenting: Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. The health of the birth mother impacts the development of the fetus.</p> <p>2.4.4.C.1: Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2: Relate the health of the birth mother to the development of a healthy fetus.</p>
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<p>resolve these types of conflicts.</p> <p><u>2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.4.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts</p> <p>2.2.4.A.1: Demonstrate effective interpersonal communication in health- and safety-related situations</p> <p>2.2.4.A.2: Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p>2.2.4.B: Decision-Making and Goal Setting: Many health-related situations require the</p>	<p><u>2.4: Human Relations and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.4.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.4.A.1: Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2: Explain why healthy relationships are fostered in some families and not in others.</p>	<p><u>medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.4.A: Medicines: 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.</p> <p>2.3.4.A.1: Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2: Determine possible side effects of common types of medicines.</p> <p>2.3.4.B: Alcohol, Tobacco, and Other Drugs: Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.4.B.2: Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3: Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p>	
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<p>application of a thoughtful decision-making process.</p> <p>2.2.4.B.1: Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2: Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3: Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.2.4.B.4: Develop a personal health goal and track progress.</p> <p>2.2.4.C: Character Development: Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship,</p>		<p>2.3.4.B.4: Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>2.3.4.B.5: Identify the short- and long- term physical effects of inhaling certain substances.</p> <p>2.3.4.C: Dependency/ Addiction and Treatment: Substance abuse is caused by a variety of factors.</p> <p>2.3.4.C.1: Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.4.C.2: Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4.C.3: Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>	
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<p>support, disrespect, and violence.</p> <p>2.2.4.C.1: Determine how an individual’s character develops over time and impacts personal health.</p> <p>2.2.4.D: Advocacy and Service: Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.</p> <p>2.2.4.E: Health Services and Information: Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.4.E.1: Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p>			
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2.2.4.E.2: Explain when and how to seek help when experiencing a health problem.			
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