

COURSE	HEALTH			GRADE:	4TH GRADE
STATE STANDARD:	10.1.6 CONCEPTS OF HEALTH			TIME FRAME:	4 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. DESCRIBE GROWTH AND DEVELOPMENT CHANGES THAT OCCUR BETWEEN CHILDHOOD AND ADOLESCENCE AND IDENTIFY FACTORS THAT CAN INFLUENCE THESE CHANGES.</p> <ul style="list-style-type: none"> <li>• EDUCATION</li> <li>• SOCIOECONOMIC</li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH</li> <li>▪ DEVELOPMENT</li> <li>▪ EDUCATION</li> <li>▪ CHILDHOOD</li> <li>▪ SOCIAL</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE COMMON CHANGES DURING CHILDHOOD?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ DESCRIBE CHANGES IN GROWTH THAT OCCUR DURING CHILDHOOD. <ul style="list-style-type: none"> <li>○ CRAWLING TO WALKING</li> <li>○ HEIGHT</li> <li>○ WEIGHT</li> <li>○ MENTAL/LEARNING</li> <li>○ SOCIAL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENT <i>INTRODUCE CONCEPT</i></li> </ul>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. IDENTIFY AND DESCRIBE THE STRUCTURE AND FUNCTION OF THE MAJOR BODY SYSTEMS.</p> <ul style="list-style-type: none"> <li>• NERVOUS</li> <li>• MUSCULAR</li> <li>• INTEGUMENTARY</li> <li>• URINARY</li> <li>• ENDOCRINE</li> <li>• REPRODUCTIVE</li> <li>• IMMUNE</li> </ul> <p>BODY SYSTEMS INTEGUIMENTARY</p>	<ul style="list-style-type: none"> <li>▪ NERVOUS</li> <li>▪ MUSCULAR</li> <li>▪ URINARY</li> <li>▪ IMMUNE</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT IS THE FUNCTION OF THE NERVOUS, MUSCULAR, URINARY, AND IMMUNE SYSTEM?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ IDENTIFY AND DESCRIBE THE FUNCTION OF THE : <ul style="list-style-type: none"> <li>○ NERVOUS SYSTEM</li> <li>○ MUSCULAR SYSTEM</li> <li>○ URINARY SYSTEM AND</li> <li>○ IMMUNE SYSTEM</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENTS <i>INTRODUCE CONCEPT</i></li> </ul>	

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<b>STANDARD STATEMENT</b>	<b>CONTENT WORDS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>KNOWLEDGE AND/OR SKILL</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<p>C. ANALYZE NUTRITIONAL CONCEPTS THAT IMPACT HEALTH.</p> <ul style="list-style-type: none"> <li>• CALORIC CONTENT OF FOODS</li> <li>• RELATIONSHIP OF FOOD INTAKE AND PHYSICAL ACTIVITY (ENERGY OUTPUT)</li> <li>• NUTRIENT REQUIREMENTS</li> <li>• LABEL READING</li> <li>• HEALTHFUL FOOD SELECTION</li> </ul> <p>(NUTRIENT REQUIREMENTS DURING PUBERTY)</p>	<ul style="list-style-type: none"> <li>▪ FOOD LABELS</li> <li>▪ ESSENTIAL</li> <li>▪ NUTRIENTS AND REQUIREMENTS</li> <li>▪ HEALTHFUL FOOD SELECTION</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHERE CAN YOU FIND A FOOD LABEL ON A PRODUCT?</i></li> <li>▪ <i>WHAT ARE THE 6 ESSENTIAL NUTRIENTS AND REQUIREMENTS OF EACH?</i></li> <li>▪ <i>WHAT ARE HEALTHY FOODS?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ FOOD LABELS <ul style="list-style-type: none"> <li>○ DESIGNED TO HELP CONSUMERS MAKE HEALTHFUL FOOD CHOICES AND PROVIDES ACCURATE NUTRITIONAL INFORMATION ABOUT THE PRODUCT.</li> </ul> </li> <li>▪ ESSENTIAL NUTRIENTS <ul style="list-style-type: none"> <li>○ WATER CARBOHYDRATES</li> <li>○ PROTEIN</li> <li>○ FATS</li> <li>○ VITAMINS</li> <li>○ MINERALS.</li> </ul> </li> <li>▪ HEALTHY FOODS</li> </ul>	<p>NUTRITION</p> <p>INTRODUCE</p>	
<b>ENRICHMENT:</b>	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
<b>REMEDATION:</b>	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
<b>RESOURCES:</b>	<a href="http://WWW.HEALTHTEACHER.COM">WWW.HEALTHTEACHER.COM</a> , <a href="http://WWW.CDC.ORG">WWW.CDC.ORG</a> , <a href="http://WWW.COMPREHENSIVE.SCHOOL.HEALTH.EDUCATION/MECKSHEIT">WWW.COMPREHENSIVE.SCHOOL.HEALTH.EDUCATION/MECKSHEIT</a> , <a href="http://WWW.NUTRITIONEXPLORATIONS.ORG/KIDS.PHP">WWW.NUTRITIONEXPLORATIONS.ORG/KIDS.PHP</a> , <a href="http://KIDSHEALTH.ORG/KID/">HTTP://KIDSHEALTH.ORG/KID/</a> VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

COURSE	HEALTH			GRADE:	4TH GRADE
STATE STANDARD:	10.2.6 HEALTHFUL LIVING			TIME FRAME:	3 LESSONS
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<p>D. DESCRIBE AND APPLY THE STEPS OF A DECISION-MAKING PROCESS TO HEALTH AND SAFETY ISSUES.</p>	<ul style="list-style-type: none"> <li>▪ PEER PRESSURE</li> <li>▪ VALUES</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE THE STEPS IN THE DECISION-MAKING MODEL?</i></li> <li>▪ <i>WHY IS IT IMPORTANT TO CHOOSE FRIENDS WISELY?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ I.C.C.E. MODEL (REINFORCE)</li> <li>▪ PEER PRESSURE: <ul style="list-style-type: none"> <li>○ THE INFLUENCE THAT PEOPLE OF SIMILAR AGE PLACE ON A PERSON TO BEHAVE IN A CERTAIN WAY.</li> </ul> </li> <li>▪ VALUES: <ul style="list-style-type: none"> <li>○ IMPORTANT AND ENDURING BELIEFS OR IDEALS SHARED BY THE MEMBERS OF A CULTURE /FAMILY ABOUT WHAT IS GOOD OR DESIRABLE AND WHAT IS NOT.</li> </ul> </li> </ul> <p>**VARIOUS SCENARIOS USING TOPICS SUCH AS BULLYING, DRUGS AND ALCOHOL</p>	<ul style="list-style-type: none"> <li>▪ MENTAL, EMOTIONAL, AND SOCIAL HEALTH</li> <li>▪ ALCOHOL, TOBACCO, AND DRUGS</li> <li>▪ PERSONAL AND COMMUNITY HEALTH</li> </ul> <p>INTRODUCE CONCEPT</p>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>E. ANALYZE ENVIRONMENTAL FACTORS THAT IMPACT HEALTH.</p> <ul style="list-style-type: none"> <li>• INDOOR AIR QUALITY (E.G., SECOND-HAND SMOKE, ALLERGENS)</li> <li>• CHEMICALS, METALS, GASES (E.G., LEAD, RADON, CARBON MONOXIDE)</li> <li>• RADIATION</li> <li>• NATURAL DISASTERS</li> </ul>	<ul style="list-style-type: none"> <li>▪ INDOOR AIR QUALITY</li> <li>▪ SECOND HAND SMOKE</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE THE EFFECTS OF POOR INDOOR AIR QUALITY?</i></li> <li>▪ <i>WHAT IS SECOND HAND SMOKE?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ RESPIRATORY DISEASES <ul style="list-style-type: none"> <li>○ ASTHMA</li> <li>○ HEADACHES</li> <li>○ NAUSEA</li> <li>○ DRY EYES</li> <li>○ CANCER</li> </ul> </li> <li>▪ SECOND HAND SMOKE: <ul style="list-style-type: none"> <li>○ SMOKE FROM SOMEONE'S BURNING CIGARETTES, CIGAR, OR PIPE.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ ALCOHOL, TOBACCO, AND DRUGS</li> <li>▪ PERSONAL AND COMMUNITY HEALTH</li> </ul> <p>INTRODUCE CONCEPT</p>	

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<b>REMEDICATION:</b>	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
<b>RESOURCES:</b>	<a href="http://WWW.HEALTHTEACHER.COM">WWW.HEALTHTEACHER.COM</a> , <a href="http://WWW.CDC.ORG">WWW.CDC.ORG</a> , www. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , <a href="http://KIDSHEALTH.ORG/KID/">HTTP://KIDSHEALTH.ORG/KID/</a> VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS.				



<b>COURSE</b>	HEALTH	<b>GRADE:</b>	4 <sup>TH</sup> GRADE		
<b>STATE STANDARD:</b>	10.3.6 SAFETY AND INJURY PREVENTION	<b>TIME FRAME:</b>	5 LESSONS		
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>C. DESCRIBE STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE.</p> <ul style="list-style-type: none"> <li>• ANGER MANAGEMENT</li> <li>• PEER MEDIATION</li> <li>• REFLECTIVE LISTENING</li> <li>• NEGOTIATION</li> </ul>	<ul style="list-style-type: none"> <li>• ANGER MANAGEMENT</li> <li>• REFLECTIVE LISTENING</li> <li>• DEPRESSION</li> <li>• SUICIDE</li> <li>• SELF ESTEEM</li> </ul>	<ul style="list-style-type: none"> <li>▪ WHAT ARE SOME NON-VIOLENT WAYS WE CAN RESPOND WHEN WE ARE ANGRY OR UPSET?</li>   <li>▪ DEFINE DEPRESSION</li> <li>▪ IDENTIFY WHY PEOPLE GET DEPRESSED</li> <li>▪ SIGNS OF DEPRESSION</li> <li>▪ DEFINE SUICIDE</li> <li>▪ STRATEGIES TO HELP DEPRESSION</li> </ul>	<ul style="list-style-type: none"> <li>○ CHOCKING</li> <li>○ BASIC CPR</li> <li>○ BLEEDING</li> <li>○ POISON</li> <li>○ HEAD AND NECK</li>   <li>• ANGER <ul style="list-style-type: none"> <li>○ STRONG FEELING OR NOT BEING PLEASED WITH SOMEONE OR SOMETHING.</li> </ul> </li> <li>• ANGER MANAGEMENT SKILLS <ul style="list-style-type: none"> <li>○ SKILLS THAT ARE HEALTHFUL WAYS TO CONTROL AND EXPRESS ANGER.</li> <li>○ TAKING DEEP BREATHS</li> <li>○ WAIT TIME</li> <li>○ I-MESSAGES</li> <li>○ KEEP A SENSE OF HUMOR</li> </ul> </li>   <li>• DEPRESSION <ul style="list-style-type: none"> <li>○ IS A FORM OF MENTAL ILLNESS THAT AFFECTS THE WHOLE BODY – IT IMPACTS THE WAY ONE FEELS, THINKS AND ACTS.</li> </ul> </li> <li>• WHERE TO GO IF YOU ARE FEELING SAD... <ul style="list-style-type: none"> <li>○ PARENTS, TEACHERS, GUIDANCE COUNSELORS, TRUSTED ADULTS</li> </ul> </li> <li>• WHY PEOPLE GETS DEPRESSED...LIFE EVENTS, FAMILY, ENVIRONMENTAL,</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION</li> </ul>	

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			<p>SOCIAL ISSUES.</p> <ul style="list-style-type: none"> <li>• SIGNS OF DEPRESSION <ul style="list-style-type: none"> <li>○ SAD FOR NO REASON</li> <li>○ LACK OF ENERGY/FEELING TIRED</li> <li>○ FEELINGS OF ANGER</li> <li>○ NOT CARING ABOUT ANYTHING</li> <li>○ NEGATIVE SELF - COMMENTS</li> <li>○ NOT WANTING TO SPEND TIME WITH FAMILY/FRIENDS</li> <li>○ SUICIDAL THOUGHTS OR THOUGHTS OF DEATH</li> </ul> </li> <li>▪ SUICIDE <ul style="list-style-type: none"> <li>○ INTENTIONAL TAKING OF ONES LIFE.</li> <li>○ WHEN A PERSON COMMITS SUICIDE, EVERYONE IS AFFECTED. (FAMILY, FRIENDS, CLASSMATES)</li> </ul> </li> </ul> <p>STRATEGIES OF HELP WHEN ONE IS DEPRESSED.</p> <ul style="list-style-type: none"> <li>▪ TALK TO SOMEONE</li> <li>▪ RECOGNIZE THAT YOU ARE DEPRESSED</li> <li>▪ FIND PEOPLE THAT SUPPORT YOU, PARENTS, SIBLINGS, TEACHERS, AND GUIDANCE COUNSELORS.</li> </ul> <p>DEFINE SELF ESTEEM</p> <ul style="list-style-type: none"> <li>▪ WHAT A PERSON THINKS OR BELIEVES ABOUT HIM/HERSELF.</li> </ul>		

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<b>RESOURCES:</b>	<a href="http://www.healthteacher.com">WWW.HEALTHTEACHER.COM</a> , <a href="http://www.cdc.org">WWW.CDC.ORG</a> , www. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , <a href="http://www.nutritionexplorations.org/kids.php">www.nutritionexplorations.org/kids.php</a> , <a href="http://kidshealth.org/kid/">HTTP://KIDHEALTH.ORG/KID/</a> VARIETY OF INTERNET SOURCES AND REFERENCE				



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