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	ASSSESSMENT
A. DESCRIBE GROWTH AND DEVELOPMENT CHANGES THAT OCCUR BETWEEN CHILDHOOD AND ADOLESCENCE AND IDENTIFY FACTORS THAT CAN INFLUENCE THESE CHANGES. • EDUCATION • SOCIOECONOMIC	 GROWTH DEVELOPMENT EDUCATION CHILDHOOD SOCIAL 	WHAT ARE COMMON CHANGES DURING CHILDHOOD?	DESCRIBE CHANGES IN GROWTH THAT OCCUR DURING CHILDHOOD. CRAWLING TO WALKING HEIGHT WEIGHT MENTAL/LEARNING SOCIAL	GROWTH AND DEVELOPMENT INTRODUCE CONCEPT	Quizzes, tests, Observation Checklist, various Assessments of Projects (Individual, Group, partner) Rubrics Performance tasks Teacher designed Assessments
B. IDENTIFY AND DESCRIBE THE STRUCTURE AND FUNCTION OF THE MAJOR BODY SYSTEMS. • NERVOUS • MUSCULAR • INTEGUMENTARY • URINARY • ENDOCRINE • REPRODUCTIVE • IMMUNE BODY SYSTEMS INTEGUIMENTARY	 NERVOUS MUSCULAR URINARY IMMUNE 	What is the function of the nervous, muscular, urinary, and immune system? **The system of the function of the nervous properties of the nervous p	IDENTIFY AND DESCRIBE THE FUNCTION OF THE: NERVOUS SYSTEM MUSCULAR SYSTEM URINARY SYSTEM AND IMMUNE SYSTEM	GROWTH AND DEVELOPMENTS INTRODUCE CONCEPT	TEACHER OBSERVATION

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	ASSSESSMENT
C. ANALYZE NUTRITIONAL CONCEPTS THAT IMPACT HEALTH. • CALORIC CONTENT OF FOODS • RELATIONSHIP OF FOOD INTAKE AND PHYSICAL ACTIVITY (ENERGY OUTPUT) • NUTRIENT REQUIREMENTS • LABEL READING • HEALTHFUL FOOD SELECTION (NUTRIENT REQUIREMENTS DURING PUBERTY)		WHERE CAN YOU FIND A FOOD LABEL ON A PRODUCT? WHAT ARE THE 6 ESSENTIAL NUTRIENTS AND REQUIREMENTS OF EACH? WHAT ARE HEALTHY FOODS?	CORE CONCEPTS FOOD LABELS DESIGNED TO HELP CONSUMERS MAKE HEALTHFUL FOOD CHOICES AND PROVIDES ACCURATE NUTRITIONAL INFORMATION ABOUT THE PRODUCT. ESSENTIAL NUTRIENTS WATER CARBOHYDRATES PROTEIN FATS VITAMINS MINERALS. HEALTHY FOODS	NUTRITION INTRODUCE	
ENRICHMENT:	INTERNET, ETC.		ER ASSISTED ACTIVITIES, INDEPENDE		·
REMEDIATION:	AND ACCOMODATI	ONS.	vidualized assistance, variatic		
RESOURCES:	www.nutritionexpl	orations.org/kids.php, HTTP://	v. Comprehensive school health e <mark>/kidshealth.org/kid/</mark> Variety (h Education Standards and skills)	of internet sources	AND REFERENCE BOOKS, PA

COURSE	HEALTH	GRADE:	4TH GRADE
STATE STANDARD:	10.2.6 HEALTHFUL LIVING	TIME FRAME:	3 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT
D. DESCRIBE AND APPLY THE STEPS OF A DECISION-MAKING PROCESS TO HEALTH AND SAFETY ISSUES.	PEER PRESSURE VALUES	What are the steps in the decision-making model? Why is it important to choose friends wisely?	CORE CONCEPTS I.C.C.E. MODEL (REINFORCE) PEER PRESSURE: THE INFLUENCE THAT PEOPLE OF SIMILAR AGE PLACE ON A PERSON TO BEHAVE IN A CERTAIN WAY. VALUES: IMPORTANT AND ENDURING BELIEFS OR IDEALS SHARED BY THE MEMBERS OF A CULTURE /FAMILY ABOUT WHAT IS GOOD OR DESIRABLE AND WHAT IS NOT. **VARIOUS SCENARIOS USING TOPICS SUCH AS BULLYING, DRUGS AND ALCOHOL	 MENTAL, EMOTIONAL, AND SOCIAL HEALTH ALCOHOL, TOBACCO, AND DRUGS PERSONAL AND COMMUNITY HEALTH INTRODUCE CONCEPT 	QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS PERFORMANCE TASKS TEACHER DESIGNED ASSESSMENTS TEACHER OBSERVATION
E. ANALYZE ENVIRONMENTAL FACTORS THAT IMPACT HEALTH. INDOOR AIR QUALITY (E.G., SECOND-HAND SMOKE, ALLERGENS) CHEMICALS, METALS, GASES (E.G., LEAD, RADON, CARBON MONOXIDE) RADIATION NATURAL DISASTERS	INDOOR AIR QUALITY SECOND HAND SMOKE	WHAT ARE THE EFFECTS OF POOR INDOOR AIR QUALITY? WHAT IS SECOND HAND SMOKE?	CORE CONCEPTS RESPIRATORY DISEASES ASTHMA HEADACHES NAUSEA DRY EYES CANCER SECOND HAND SMOKE: SMOKE FROM SOMEONE'S BURNING CIGARETIES, CIGAR, OR PIPE.	 ALCOHOL, TOBACCO, AND DRUGS PERSONAL AND COMMUNITY HEALTH INTRODUCE CONCEPT 	

COURSE	HEALTH			GRADE:	4TH GRADE
STATE STANDARD:	10.2.6 HEALTHFUL LIVI	NG		TIME FRAME:	3 LESSONS
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ENRICHMENT:	INTERNET, ETC.		es, peer assisted activities, indepe		
REMEDIATION:		eer assistance, additional ,nd accomodations.	. Individualized Assistance, Vari.	ation of activities	/assignments,
RESOURCES:			, www. Comprehensive school head Ernet sources and reference bo		S HEIT ,

COURSE	HEALTH	GRADE:	4 [™] GRADE
STATE STANDARD:	10.3.6 SAFETY AND INJURY PREVENTION	TIME FRAME:	5 Lessons

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT
A. EXPLAIN AND APPLY SAFE PRACTICES IN THE HOME, SCHOOL, AND COMMUNITY. • EMERGENCIES (E.G., FIRE, NATURAL DISASTERS) • PERSONAL SAFETY (E.G., HOME ALONE, LATCH KEY, HARASSMENT) • COMMUNICATION (E.G., TELEPHONE, INTERNET)	 EMERGENCIES PERSONAL SAFETY COMMUNICATION 	 WHAT IS AN EMERGENCY? WHAT MAKES UP A NATURAL DISASTER? WHAT SHOULD I DO IF I FEEL THREATENED? HOW CAN I BE SAFE WHILE USING TECHNOLOGY? 	EMERGENCY A SERIOUS SITUATION THAT OCCURS WITHOUT WARNING, CAN BE LIFE THREATENING AND NEEDS IMMEDIATE ACTION. 911 NATURAL DISASTER CAN BE TORNADOES, FLOODS, WILD FIRES, OR EARTHQUAKES. TECHNOLOGY SAFETY INTERNET CELL PHONE	SAFETY AND INJURY PREVENTION INTRODUCTION/ BENCHMARK	Quizzes, tests, Observation Checklist, various Assessments of PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS PERFORMANCE TASKS TEACHER DESIGNED ASSESSMENTS TEACHER OBSERVATION
	 BULLY CYBER/ ELECTRONIC BULLYING BYSTANDER 	 REVIEW THE DEFINITION OF A BULLY WHAT IS A BYSTANDER? WHAT IS CYBERBULLYING? 	 REINFORCE THE DEFINITION OF A BULLY AND BYSTANDER WHAT IS THE ROLE OF THE BYSTANDER? DEFINE CYBERBULLYING/ELECTRONIC REINFORCE THE ACTIONS OF BULLIES METHODS TO COMBAT BULLYING SUCH AS 'I' MESSAGES 		
B. Know and apply appropriate emergency responses BASIC FIRST AID HEIMLICH MANEUVER UNIVERSAL PRECAUTIONS	FIRST AIDHEIMLICH MANEUVER	What is first aid?When should I use first aid?	 FIRST AID EMERGENCY CARE GIVEN TO AN INJURED OR SICK PERSON, BEFORE A DOCTOR. BASIC FIRST AID 	 SAFETY AND INJURY PREVENTION INTRODUCTION/ BENCHMARK 	

COURSE	HEALTH	GRADE:	4 [™] GRADE
STATE STANDARD:	10.3.6 Safety and Injury Prevention	TIME FRAME:	5 Lessons

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT
			O CHOCKING O BASIC CPR O BLEEDING O POISON O HEAD AND NECK		
C. DESCRIBE STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE. • ANGER MANAGEMENT • PEER MEDIATION • REFLECTIVE LISTENING • NEGOTIATION	ANGER MANAGEMENT REFLECTIVE LISTENING DEPRESSION SUICIDE SELF ESTEEM	■ What are some non- violent ways we can respond when we are angry or upset?	ANGER STRONG FEELING OR NOT BEING PLEASED WITH SOMEONE OR SOMETHING. ANGER MANAGEMENT SKILLS SKILLS THAT ARE HEALTHFUL WAYS TO CONTROL AND EXPRESS ANGER. TAKING DEEP BREATHS WAIT TIME I-MESSAGES KEEP A SENSE OF HUMOR	SAFETY AND INJURY PREVENTION	
		 Define Depression Identify Why People Get Depressed Signs of Depression Define Suicide Strategies to Help Depression 	DEPRESSION IS A FORM OF MENTAL ILLNESS THAT AFFECTS THE WHOLE BODY – IT IMPACTS THE WAY ONE FEELS, THINKS AND ACTS. WHERE TO GO IF YOU ARE FEELING SAD PARENTS, TEACHERS, GUIDANCE COUNSELORS, TRUSTED ADULTS WHY PEOPLE GETS DEPRESSEDLIFE EVENTS, FAMILY, ENVIRONMENTAL,		

COURSE	HEALTH	GRADE:	4 [™] GRADE
STATE STANDARD:	10.3.6 Safety and Injury Prevention	TIME FRAME:	5 Lessons

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT
			SOCIAL ISSUES. SIGNS OF DEPRESSION SAD FOR NO REASON LACK OF ENERGY/FEELING TIRED FEELINGS OF ANGER NOT CARING ABOUT ANYTHING NEGATIVE SELF - COMMENTS NOT WANTING TO SPEND TIME WITH FAMILY/FRIENDS SUICIDAL THOUGHTS OR THOUGHTS OF DEATH SUICIDE INTENTIONAL TAKING OF ONES LIFE. WHEN A PERSON COMMITS SUICIDE, EVERYONE IS AFFECTED. (FAMILY, FRIENDS, CLASSMATES) STRATEGIES OF HELP WHEN ONE IS DEPRESSED. TALK TO SOMEONE RECOGNIZE THAT YOU ARE DEPRESSED FIND PEOPLE THAT SUPPORT YOU, PARENTS, SIBLINGS, TEACHERS, AND GUIDANCE COUNSELORS. DEFINE SELF ESTEEM WHAT A PERSON THINKS OR BELIEVES ABOUT HIM/HERSELF.		

STANDARD: 10.3.6 SAFETY AND INJURY PREVENTION STANDARD STATEMENT CONTENT WORDS ESSENTIAL QUESTIONS KNOWLEDGE AND/OR SKILL TOPIC ASSSESSMENT IDENTITY OF THE PROJECTS, RESEARCH USING THE USIN	COURSE	HEALTH	GRADE: 4 TH GRADE						
ENRICHMENT: JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE UBRARY, INTERNET, EIC. SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS,									
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MODIFICATIONS AND ACCOMODATIONS.	REMEDIATION:	SMALL GROUPS, PE	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS,						
	REMEDIATION.		MODIFICATIONS AND ACCOMODATIONS.						
	RESOURCES:		WWW.HEALTHTEACHER.COM, WWW.CDC.ORG, www. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT,						
<u>www.nutritionexplorations.org/klas.pnp</u> , <u>HTIP://KIDSHEALIH.ORG/KID/</u> VARIETY OF INTERNET SOURCES AND REFERENCE		www.nutritionexp	www.nutritionexplorations.org/kids.php, HTTP://KIDSHEALTH.ORG/KID/ VARIETY OF INTERNET SOURCES AND REFERENCE						

COURSE	HEALTH			GRADE:	TH GRADE		
STATE STANDARD:	10.3.6 SAFETY AND INJURY PREVENTION TIME FRAME: 5 LESSONS						
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT		
BOOKS, PA Standards aligned system, National & State Health Education Standards and skills, Pocono mountain curriculum							