

Course:	Health	Grade:	Grade 4
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"> education socioeconomic 	<ul style="list-style-type: none"> growth development education childhood social <ul style="list-style-type: none"> adolescence puberty physical changes 	<ul style="list-style-type: none"> What are common changes during childhood? What changes take place during adolescence? 	<p>Core Concepts</p> <ul style="list-style-type: none"> Describe changes in growth that occur during childhood. <ul style="list-style-type: none"> crawling to walking height weight mental/learning social <p>Adolescence Periods of great growth and change between childhood and adolescence</p> <p>Puberty Period of rapid growth between childhood and adulthood</p> <p>Female Changes growth spurt acne increase perspiration development of breasts wider hips beginning of menstrual cycle pubic hair formation of eggs</p> <p>Male Changes broad shoulders deeper voice increase in perspiration pubic hair</p>	<ul style="list-style-type: none"> Growth and development <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>

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B. Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> reproductive system 	<ul style="list-style-type: none"> What is the function of the reproductive system (introduction) 	<p>enlargement of genitals growth spurt ***move from Grade 5</p> <p>Reproductive system</p> <ul style="list-style-type: none"> System of organs involved in producing offspring. Male and female reproductive systems are different. It is a normal part of the life cycle of living things. 		
<p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> Caloric content of foods Relationship of food intake and physical Activity (energy output) Nutrient requirements Label reading Healthful food selection <p>(nutrient requirements during puberty)</p>	<ul style="list-style-type: none"> food labels essential nutrients and requirements healthful food selection 	<ul style="list-style-type: none"> Where can you find a food label on a product? What are the 6 essential nutrients and the requirements of each? What are healthy foods? 	<ul style="list-style-type: none"> Food labels <ul style="list-style-type: none"> designed to help consumers make healthful food choices and provides accurate nutritional information about the product. Essential nutrients <ul style="list-style-type: none"> water carbohydrates protein fats vitamins minerals Healthy foods 	Nutrition Introduce	

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ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
REMEDICATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , www.nutritionexplorations.org/kids.php , http://kidshealth.org/kid/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

Course:	Health	Grade:	Grade 4
State Standard:	10.2.6 Healthful Living	Time Frame:	3 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
C. Identify media sources that influence health and safety	<ul style="list-style-type: none"> social media 	<p>What is social media?</p> <p>How does social media impact health and safety? What can you do to be safe when using social media?</p>	<ul style="list-style-type: none"> Social media is a series of websites and applications designed to allow people to share content quickly, efficiently and in real-time.(reinforce) <p>Rules to follow (reinforce)</p> <p>How you can stay safe and avoid problems using social media:</p> <ul style="list-style-type: none"> Stick to safer sites. Guard your passwords. Limit what you share. Remember that anything you put online or post on a site is there forever, even if you try to delete it. Do not be mean or embarrass other people online. Always tell if you see strange or bad 	<ul style="list-style-type: none"> Mental, emotional and social health 	<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>

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State Standard:	10.2.6 Healthful Living	Time Frame:	3 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
D. Describe and apply the steps of a decision-making process to health and safety issues.	<ul style="list-style-type: none"> • decision making • peer pressure • values 	<ul style="list-style-type: none"> • What are the steps in the decision-making model? • What is peer pressure? • Why is it important to choose friends wisely? 	<p>online behavior.</p> <ul style="list-style-type: none"> • Be choosy about your online friends. <p>Core Concepts</p> <ul style="list-style-type: none"> • 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. <p>**Various scenarios using topics such as bullying, drugs and alcohol</p>	<ul style="list-style-type: none"> • Mental, emotional and social health • Alcohol, tobacco and drugs • Personal and community health <p>INTRODUCE CONCEPT</p>	
ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.				
REMEDIATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.				
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/kid/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.				

Course:	Health	Grade:	Grade 4
State Standard:	10.3.6 Safety and Injury Prevention	Time Frame:	3-4 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>A. Explain and apply safe practices in the home, school, and community.</p> <ul style="list-style-type: none"> Emergencies (e.g., fire, natural disasters) Personal safety (e.g., home alone, latch key, harassment) Communication (e.g., telephone, internet) 	<ul style="list-style-type: none"> bully cyber/electronic bullying bystander 	<ul style="list-style-type: none"> Review the definition of a bully What is a bystander? What is cyberbullying? 	<ul style="list-style-type: none"> Reinforce the definition of a bully and bystander What is the role of the bystander? Define cyber/electronic bullying Reinforce the actions of bullies Methods to combat bullying such as 'I' messages 	<ul style="list-style-type: none"> Safety and injury prevention Introduction/benchmark 	<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. Know and apply appropriate emergency responses</p> <ul style="list-style-type: none"> basic first aid Heimlich maneuver universal precautions 	<ul style="list-style-type: none"> first aid Heimlich maneuver 	<ul style="list-style-type: none"> What is first aid? When should I use first aid? 	<ul style="list-style-type: none"> First aid <ul style="list-style-type: none"> emergency care given to an injured or sick person, before a doctor Basic first aid <ul style="list-style-type: none"> choking basic CPR bleeding poison head and neck 	<ul style="list-style-type: none"> Safety and injury prevention Introduction/benchmark 	
<p>C. Describe strategies to avoid or manage conflict and violence</p> <ul style="list-style-type: none"> anger management peer mediation reflective listening negotiation 	<ul style="list-style-type: none"> anger management reflective listening depression suicide self esteem 	<ul style="list-style-type: none"> What are some non-violent ways we can respond when we are angry or upset? 	<ul style="list-style-type: none"> Anger <ul style="list-style-type: none"> strong feeling or not being pleased with someone or something Anger management skills 		

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		<ul style="list-style-type: none"> • define depression • identify why people get depressed • signs of depression • strategies to help depression 	<ul style="list-style-type: none"> ○ skills that are healthful ways to control and express anger ○ taking deep breaths ○ wait time ○ I-messages ○ keep a sense of humor • Depression <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ parents ○ teachers ○ guidance counselors ○ trusted adults • Why people get depressed <ul style="list-style-type: none"> ○ life events ○ family ○ environment ○ social issues • Signs of depression <ul style="list-style-type: none"> ○ sad for no reason ○ lack of energy/ feeling tired ○ feelings of anger 		

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			<ul style="list-style-type: none"> ○ not caring about anything ○ negative self-comments ○ not wanting to spend time with family/friends ○ suicidal thoughts of death • Suicide <ul style="list-style-type: none"> ○ intentional taking of one's life ○ when a person commits suicide, everyone is affected. (family, friends, classmates) • Strategies of help when one is depressed <ul style="list-style-type: none"> ○ talk to someone ○ recognize that you are depressed ○ find people that support you (i.e., parents, siblings, teachers and guidance counselors) • Define self esteem <ul style="list-style-type: none"> ○ What a person thinks or believes about him/herself 		

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REMEDATION: Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.

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