

SOUTHERN LEHIGH SCHOOL DISTRICT
4th Grade Health Curriculum

Grade 4	Health – What is Health?
	<p>Pennsylvania Academic Standards:</p> <p>10.1.3 C- Explain the role of the food guide pyramid in helping people eat a healthy diet. (Food groups, number of servings, variety of food, and nutrients)</p> <p>10.1.3 D- Know age appropriate drug information (definition of drugs, effects of drugs, proper use of medicine, healthy/unhealthy risk-taking, and skills to avoid drugs).</p> <p>10.1.6 B – Identify and describe the structure and function of the major body systems</p> <p>10.1.6 C- Analyze nutritional concepts that impact health (caloric content of foods, relationship of food intake and physical activity, nutrient requirements, label reading, and healthful food selection).</p> <p>10.1.6 D-Explain factors that influence childhood and adolescent drug use</p> <p>10.2.6 A – Explain the relationship between personal health practices and individual well-being (Orientation to the program)</p> <p>10.2.6 B – Explain the relationship between health-related information and consumer choices</p> <p>10.2.6 C- Explain the media’s effect on health and safety issues</p> <p>10.2.6 D-Describe and apply steps of decision-making process to health and safety issues</p> <p>10.3.6 C – Describe strategies to avoid or manage conflict and violence</p>
	<p>Overarching and Essential Questions:</p> <ul style="list-style-type: none"> • What can you do to improve your health? • How do drugs play a role in one’s lifestyle? • How do decision-making skills affect ones health and safety concerning drug misuse and abuse? • What constitutes good nutrition? • What influence does diet have on overall health? • How can the choices you make during a potential conflict situation either escalate or defuse the encounter? • What can you do to improve the proper functioning of the nervous and integumentary systems?
	<p>Essential Understandings:</p> <ul style="list-style-type: none"> • Balancing the three parts of health (physical, mental, and social) through proper nutrition, reducing stress, participating in regular activity, and maintaining positive social interactions will ensure good health. • Drugs can play a positive or negative role in one’s lifestyle. • Decision making skills effect ones health, safety, and misuse or abuse of drugs. • Nutrition is the process of taking in food and using it for energy, growth and good health. • Diets are influenced either positively or negatively by geography, family,

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	<p>advertising, cultural background and personal tastes.</p> <ul style="list-style-type: none"> • Conflicts can be prevented by practicing good communication, not taking sides and showing disapproval of fighting are the best options to resolve conflict peacefully. • Proper nutrition, daily hygiene, and preventative care will ensure the proper functioning of the nervous and integumentary systems.
	<p>Assessments: Performance Tasks, Projects</p> <ul style="list-style-type: none"> • Design of personal health triangle • Classmate interview • Role-playing • Create a general meal using foods from each of the food groups. • Creating a daily meal schedule that meets daily nutritional requirements according to the individual's nutritional requirements • Journal of daily system care • DARE project
	<p>Assessments: Quizzes, Tests and Academic Prompts</p> <ul style="list-style-type: none"> • Health Triangle Development • Refusal worksheet • Successful completion of Blast Off game • Exit ticket questioning • Quizzes
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <ul style="list-style-type: none"> • In-class assignments • Acrostic development • Enrichment Activities/Worksheets • Personal reflection and application • Journal entries • In-class assignments • Reteaching Activities • Concept Mapping • Notebook check • Group and partner work • Skits/Role-playing

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	<ul style="list-style-type: none"> • Class discussion • Scenario application • System and anatomy identification
	<p>Assessments: Student Self-Assessment</p> <ul style="list-style-type: none"> • Creation and assessment of personal health triangle • Essay • Actual personal eating patterns • Personal nutritional influences • Self-check • Guided questioning

	<p>Students will need to know . . . (targeted understandings):</p> <ul style="list-style-type: none"> • Concepts of health and wellness • Key terms of health, wellness, conflict, prejudice, negotiation, mediation, neutrality, abuse, neglect, nutrition, nervous, integumentary, neurons, spinal cord, cerebellum, cerebrum, central nervous system, peripheral nervous system, hormones, puberty, and acne • The three parts of the wellness triangle (physical, emotional/mental and social) • Effects of alcohol and nicotine on the body • Media sources that influence health and safety • Decision making skills • The importance of refusal skills and how/when to use them • The parts of the food pyramid (food groups) • Portion control • Select foods with high nutritional value (corn vs. spinach or white bread vs. whole wheat bread) • Select foods from each of the food groups to create nutritionally sound meals • The six main nutritional groups and key factors for each (carbohydrates, proteins, vitamins, minerals, fats and water) • Conflicts often times result because of arguments over property, feelings, values and territory. Peer pressure, revenge and prejudice also contribute to the potential for conflicts. • Children that are abused have many options for help • Conflicts can be prevented by practicing good communication, ignoring some problems, not taking sides and showing disapproval of fighting. • Major causes of violence are prejudice, weapons, peer pressure and the use of
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	<p>drugs and alcohol</p> <ul style="list-style-type: none"> • Self-protection strategies are simple and easy to follow • Abuse can take many different forms, physical, emotional and neglect • The effect of puberty and adolescence on each of the systems • Purpose of the systems <ul style="list-style-type: none"> a. Nervous: Acts as the body’s control center b. Integumentary: Protection, temperature control, sensation • The main components of the systems <ul style="list-style-type: none"> a. Nervous: Brain, nerves, spinal cord b. Integumentary: Skin, nails, hair • Proper care for the systems <ul style="list-style-type: none"> a. Nervous: protect from disease, wear a helmet, play it safe, lift properly, observe safety rules and avoid alcohol and drug use b. Integumentary: keep clean, eat properly, stay physically active, protect from the sun, avoid body decoration such as tattoos and piercings • For overall health, the systems must work together as a team
	<p>Students will be able to . . . (targeted skills):</p> <ul style="list-style-type: none"> • Define the terms health and wellness • Identify the three aspects of health • Explain how everything that is done will have some effect on the health triangle • Label the effects of alcohol on the body • Draw the effects of nicotine on the body • Identify media sources that influence health and safety • Demonstrate refusal skills in role-play • Select foods from each of the food groups • Select foods with high nutritional value that meets one’s daily recommended allowance using the food my pyramid • Explain why most conflicts occur and what steps can be taken avoid them. • Demonstrate the use of negotiation techniques • Recognize major causes of violence • Explain strategies to reduce the risk of becoming a victim of violence • Categorize different forms of abuse • Explain where a victim of abuse could receive help for their situation

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	<ul style="list-style-type: none"> • Describe the functions of each of the systems • Name the major parts of each of the systems • Explain the interdependence between the systems • List care guidelines for each of the systems • Explain potential problems for each of the systems • Describe the role of each of the systems and their importance for adolescents, including the impact of puberty • Analyze the impact of the systems of the health triangle
	<p>Teaching and learning experiences:</p> <ul style="list-style-type: none"> • Establish a personal health triangle • Recognize influences of health through personal review • Partner and small-group work • Discussion • Teacher instruction and note-giving • Note taking • Student interaction • Journal entries • Work sheet completion • Technology online use of website www.mypyramid.gov • Comparison • Scenario depiction • Skit/Role-playing design and performance • Health concerns • Anatomy sheets
	<p>Materials and Resources:</p> <ul style="list-style-type: none"> • Textbook: Teen Health-Course 1 • My Pyramid poster package • Handouts (worksheets) • “Comprehensive School Health Education” Chapter 9 • “How to Survive Teaching Health” Unit 4 • “The Human Body Grades 2-5” • Fascinating Facts about the Human Body – The Education Center

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	<ul style="list-style-type: none"> • Technology online research (www.mypyramid.gov, www.kidshealth.org) • Auxiliary Teaching Resources <ul style="list-style-type: none"> ○ Reteaching Activities Workbook ○ Enrichment Activities Workbook ○ Concept Mapping Workbook • Journals • Posters • CD-ROM/Videos
	<p>Accommodations:</p> <ul style="list-style-type: none"> • Follow all I.E.P. and 504 plan requirements • Allow extra time • Tutoring and extra help during activity and after school • Peer tutor and peer assistance for hands-on applications • Instructional Aide assistance
	<p>Enrichments:</p> <ul style="list-style-type: none"> - www.kidshealth.org - www.mypyramid.gov - Analysis of one's food journal - Writing up a nutritionally sound eating plan for oneself - Peer pressure skits/role-playing - Review sheets
	<p>Time:</p> <ul style="list-style-type: none"> • 12 Class Periods

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