



West Windsor-Plainsboro Regional School District
Health Grade 4

A Healthy, Active Lifestyle

Content Area: 02 Health

Course & Grade Level: 04 Grade 4 Health

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.

Recommended Pacing

(30 lessons per year)

Classes meet once per week for 40 minutes a session.

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.PGD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Growth and Development
2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
CPI #2.1.EH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Emotional Health
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Community Health Services and Support
2.1.5.CHSS	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

2.2 Physical Wellness

CPI #2.2.N	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Nutrition
2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

2.3 Safety

CPI #2.3.PS	Cumulative Progress Indicator (CPI)
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	Disciplinary Concept	Personal Safety
2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.	
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).	
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	

Interdisciplinary Connections

Standard #	Standard
C:A1.5	Learn to make decisions
C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Standard #	Standard
8.2.5.ED.2:	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3:	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ITH.4:	Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Instructional Focus

Unit Enduring Understandings:

- To live a healthy life, I need to take responsibility for my own safety and wellness
- In this interconnected world, my actions affect my own health and that of others around me
- Human body systems work together for overall health and wellness
- Choosing a balanced variety of nutritious foods contributes to wellness
- Being aware of common childhood diseases, treatments, and prevention strategies can help me live healthier and longer than ever before
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contribute to the safety of myself and others
- Self-esteem, resiliency, tolerance, and coping skills support my social and emotional health
- Effective decision making skills foster healthier lifestyle choices
- Using medicines correctly assures that I am safe and that I receive the maximum benefit
- Research has clearly established that alcohol, tobacco, and other drugs have harmful effects on the human body
- There are common signs, stages and influencing factors of substance abuse and dependency
- Family life and customs affect the ways people relate to one another
- Understanding puberty helps me cope with the transition from childhood to adolescence

- A mother's physical and emotional health and prenatal care have a direct impact on the delivery and long-term health of the child

Unit Essential Questions:

- What do I need to know to make informed decisions to stay healthy and safe?
- How can I find information on health, diseases, and treatments? How can I judge the accuracy of the information I find?
- How can I find out if a food is nutritious or not?
- How can I help myself and others to stay safe and healthy?
- How can I cope with issues that I face daily at home and at school? How and where can I find help? What can I do to help myself?
- Why is it important to have strong communication skills?
- How are health and character related? How is character formed? Can it be changed? How?
- Why are some drugs and medicines safe and others not?
- How can I judge whether substances are safe or not? What can I do in the face of pressure for others and from society?
- Are all families the same? Why or why not?
- How does my body work? Why do I need to know?

Objectives:

Children will know

- That the interaction between physical, social, mental and emotional factors contribute to overall wellness
- A balanced variety of nutritious foods is important in maintaining wellness
- Key vocabulary for reading and evaluating information found on food and product labels
- Strategies to prevent the spread of some common diseases
- That some diseases are contagious while others are not
- Basic safety principals to prevent injuries at home, in school and in the community
- Safety principals when riding in vehicles and when walking
- Effective decision-making processes when addressing health/safety issues
- Communication strategies to address health and safety situations
- The role of personal advocacy for continued health and wellness
- Differences between over the counter and prescription medicines
- Risks associated with the misuse/ abuse of medicines and other drugs
- Effects of tobacco, alcohol, marijuana and inhalants on the human body and mind
- People who misuse or abuse alcohol and other drugs often need help to quit
- Family units encompass a diversity of form and culture, thus addressing the members basic human needs in many different ways
- All humans go through a life cycle – growing and changing. This cycle begins with fertilization, continues on to birth, childhood, puberty and adulthood

Children will be able to

- Identify personal actions that promote wellness
- Create a shopping list for a healthy diet for a day by examining food labels and applying information about basic nutrients.
- Differentiate between healthy and unhealthy eating practices
- Explain the role of regular physical activity in relation to personal health

- Interpret nutritional information on food labels to create a healthy meal
- Contribute to a class “Healthy Snacks” recipe book
- Explain the interaction among body systems
- Keep a journal of personal feelings and ways to deal with those emotions in a positive way; reflect on the journal entries and add additional coping strategies
- Role-play scenarios depicting bullying situations, peer pressure, and conflict
- Categorize diseases, symptoms, and preventive measures. Create slogans for safety principals and procedures
- Give a demonstration of safe bicycle practices and explain rules for riding
- Role-play interactions with strangers, acquaintances, and trusted adults demonstrating appropriate interpersonal communication strategies
- Participate in a 4 Corners activity where children make decisions based on scenarios they might encounter and defend their positions
- Create a medicine container label displaying pertinent information – chemicals, dosage, precautions
- Justify the use of universal precautions, sanitation, proper food handling and to prevent the spread of diseases
- Role play the human immune system in action
- Identify HIV/AIDS as a communicable disease which can be avoided
- List ways the spread of microbes can be prevented
- Demonstrate a healthy child’s development from a fertilized egg to childhood through adolescence to adulthood, describing some of the physical, social, and emotional changes that occur
- Describe the jobs/roles/responsibilities of family members
- Create a family album with captions to show the relationships among various people
- Summarize the effects that tobacco products might have on the body
- Create signs to discourage people from smoking; distribute the signs in the school and/or the community
- Discuss why alcohol is allowed for adults, but is unsafe for children
- Compare/contrast tobacco use and marijuana use
- Create slogans for safety principals and procedures
- Design an escape plan for a family in case of a fire, including a meeting place

Evidence of Learning

Assessment:

- Student and teacher discussion using vocabulary presented in the lessons
- Informal observation
- Review of student activities
- Comments during whole group discussions

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

- **Brainpop Junior**
- **Kidshealth.org**

- <https://scholasticnews.scholastic.com/>
- Learntobehealthy.org