

Grade 4 First Report Card Period

<u>Strand</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>
Personal Health/ Mental Health <i>Decision-Making, Growth and Development, Health Advocacy</i>	<ul style="list-style-type: none"> ◆ Feelings and behavior * Friendship and family • Healthy habits <p>Essential Questions: How do I make a decision? What will happen to my body if I make bad choices concerning my health habits?</p>	<ul style="list-style-type: none"> ◆ Develop an awareness of emotional health needs, and how this can be influenced by media and culture (3.D) ◆ Become familiar with the steps in the decision making process (1.D) * Recognize how to maintain friendships • Identify rules that promote positive health habits (5.B) • Recognize responsible health behaviors (1.A) • Recognize ways to improve or maintain personal health (1.B) 	<ul style="list-style-type: none"> ◆ Name the steps in making a health decision. Use this process to deal with a health issue. Evaluate the decision. For example, use the Food Guide Pyramid and dietary guidelines to plan a snack menu * Write interview questions for a good friend • Write a poem, song, dance or develop a poster about health habits and choices, E.G. daily food choices, physical activity/sports, fire safety, drug prevention, and community safety • Keep a personal health journal and reflect on and assess the content to recognize patterns of illness and good health • Make a list of good ways to prevent passing germs from person to person • Demonstrate techniques such as hand washing and grooming skills

Human Growth and Sexuality <i>Decision-Making, Growth and Develop- ment</i>	<ul style="list-style-type: none"> ◆ Relationships * Life cycles • My body <p>Essential Questions: What responsibilities do fourth graders have? Does ever yone change at the same time?</p>	<ul style="list-style-type: none"> ◆ Understand the importance of positive parenting skills (3.C) ◆ Recognize the responsibilities and importance of various family members (3.E) ◆ Recognize how media and culture have an effect on gender roles (3.B) * Recognize as one grows, the body changes (3.A) • Identify the major body organs and where they are located (1.C) 	<ul style="list-style-type: none"> ◆ Create a skit involving a family decision and share for class discussion ◆ Interview grandparents, parents, or caregivers and create a timeline of pictures from birth to present ◆ Discuss gender roles in cartoons, movies, computer games, and children's toys in cooperative groups. Reflect through journal writing ◆ Create a class mural illustrating positive characteristics of each student * Sequence a series of photographs from birth to present, illustrating positive parenting skills * Create a story and orally present the history of their families ethnic and cultural background • Label the parts of the circulatory, digestive, and respiratory systems. Research the harmful effects of tobacco and alcohol on these body systems. Present the information for class discussion
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Grade 4 Second Report Card Period

<u>Strand</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>
Tobacco, Alcohol and Other Drugs <i>Accessing Information</i>	<ul style="list-style-type: none"> ◆ Safe use medicine * Harmful substances <p>Essential Questions: What are rules for taking any medicines? How is peer pressure a part of everyone's life?</p>	<ul style="list-style-type: none"> ◆ Identify the safe use of over the counter (OTC) and prescription medication (4.D) * Identify pressures to use harmful substances * Identify resistance skills and seeking help to avoid harmful substances 	<ul style="list-style-type: none"> ◆ Share a presentation, in groups of two or three, on the safe use of a particular over-the-counter or prescription medication * Write short scenarios; negative pressure situation, resistance used. Apply to various situations and risks. Include support system

Consumer and Environ- mental Health <i>Accessing Informa-tion, Health Advocacy</i>	<ul style="list-style-type: none"> ◆ Me as a consumer * Community helpers • Environmental issues <p>Essential Questions: Where can I get accurate information about products and health issues? What can adolescents do to contribute to a healthy environment?</p>	<ul style="list-style-type: none"> ◆ Obtain information about an assortment of methods to convey authentic information about health issues (5.C) ◆ Recognize how media influences our selection of information and products (4.A) * Identify community agencies that support family and community health (5.A) • Know how to locate resources that provide health and safety information (4.B) 	<ul style="list-style-type: none"> ◆ Make up phone books, including various information such as health care professionals and hospitals * Interview a community health helper and give an oral report describing his or her efforts to safeguard health • Prepare a scrapbook of unhealthy situations in the community to present to community officials. Include healthy situations that have also been observed
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Grade 4 Third Report Card Period

Strand	Content	Skills	Assessment
<p>Nutrition and Physical Activity</p> <p><i>Decision-Making Accessing Information</i></p>	<ul style="list-style-type: none"> ◆ Balanced diets ※ Physical activity <p>Essential Questions? What's your favorite food commercial on TV or the radio and why? Does your family have a favorite recipe that you pass from one generation to another? How can regular exercise improve our world?</p>	<ul style="list-style-type: none"> ◆ Identify how media and culture have an influence on the foods we eat (4.C) ※ Identify the components of fitness (1.F) 	<ul style="list-style-type: none"> ◆ Keep a journal of the kinds of food the class eats for one week. In cooperative groups, discuss the origins of the foods, health information, and cultural influences on preparing healthy and unhealthy foods ※ List the benefits of physical fitness and the risks of being unfit ※ List internal, family, and peer influence on physical activity

<p>Injury Prevention/Disease Prevention</p> <p><i>Decision-Making, Safety, Health Advocacy</i></p>	<ul style="list-style-type: none"> ◆ Safety rules ※ Disease and illness • Chronic disease and challenges <p>Essential Questions: How can we be prepared for emergencies? What should I do if I feel threatened? What does our diet have to do with disease prevention? Why is stress in the disease prevention category?</p>	<ul style="list-style-type: none"> ◆ Recognize conflict resolution skills (2.B) ◆ Know what to do for a choking person (2.A) ◆ Know how to respond to safety situations in the home, school and community (2.C) ◆ Develop injury prevention strategies (2.D) ◆ Know ways to avoid potentially dangerous and threatening situations (2.E) ◆ Recognize health and safety rules to be used in the home and community (5.D) ※ Identify ways to prevent the passing of germs (1.E) ※ Know the difference between communicable, non-communicable, inherited, and chronic • Identify adolescent stressors 	<ul style="list-style-type: none"> ◆ With a small group, put together a standard first aid kit and describe how and when to use it ◆ Demonstrate the proper use of bicycle helmets, seat belts. And safety equipment ◆ Demonstrate what to do for a choking person ◆ Review "stop, drop and scream" going limp technique if someone tries to take you against your will ◆ Distinguish between a safe and unsafe touch, and explain what to do when an unsafe touch occurs, through the use of role-playing ◆ Discuss pedestrian safety tips in cooperative small groups. Role-play safety situations and present to class ◆ Role-play refusal and/or mediation skills used in a situation involving conflict. Divide into 3 groups. Each group creates a concept web describing bullies, victims and bystanders ◆ Create a chart listing safe and unsafe playground equipment. Discuss how to look for playground hazards (broken glass, swings with broken seats, ditches, etc) ◆ Cite examples of dangerous situations: bottle throwing, snowballs, rocks, etc. ◆ Demonstrate dialing 911 and communicating relevant information ◆ Make a poster showing a fire escape route one would use from home or school ◆ Enlarge labels from pest control items. Circle or highlight warnings to humans and pets ※ Teach younger students how to prevent passing germs ※ Make a chart showing communicable, non-communicable, inherited and chronic diseases • Write a newspaper article describing adolescent stressors and stress management techniques
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