

Johnsonville Elementary School
Fourth Grade
Health Scope and Sequence

1st Nine Weeks:

Injury Prevention and Safety (I)
Personal and Community Health (P)

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs (D)
Nutrition and Physical Activity (N)

3rd Nine Weeks:

Mental, Emotional, and Social Health (M)

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility (G)

FSD5 Health Scope and Sequence

4th Grade

1st Nine Weeks:

Injury Prevention and Safety

- I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.
- I-4.1.2 Describe basic **first aid** and emergency procedures for accidental loss of or injuries to teeth.
- I-4.2.1 Analyze ways that protective factors promote health and safety (for example, positive temperament, healthy sense of health, good relationships with parents).
- I-4.2.2 Identify ways that gangs can threaten individual and community safety.
- I-4.4.1 Demonstrate **refusal skills** that a person can use to resolve conflict and promote personal safety.
- I-4.5.1 Use decision-making steps that a person can take to stay safe.
- I-4.6.1 Set a goal to increase protective factors to avoid becoming involved in gang activities.
- I-4.7.1 Demonstrate basic **first aid** procedures and responses to common emergencies (for example, bleeding, choking, ingesting poison).
- I-4.7.2 State ways to keep the mouth safe from injury.

Personal and Community Health

- P-4.1.1 Define the term "**pathogens.**"
- P-4.1.2 Describe ways to prevent or contain **communicable diseases.**
- P-4.1.3 Describe the immune system and the way it works.
- P-4.1.4 Describe ways to prevent common childhood injuries and health problems.*
- P-4.1.5 Identify the major parts of the nervous system (for example, brain, nerves, spinal cord).
- P-4.1.6 List ways to reduce exposure to harmful environmental factors (for example, ultraviolet rays, pollutants).
- P-4.2.1 Describe ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.
- P-4.3.1 Locate **valid** health information, products, and services that promote personal and community health, including environmental factors and the prevention of disease.
- P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.
- P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.
- P-4.6.1 Identify a personal health goal and name resources to help him or her achieve that goal.
- P-4.7.1 Practice recommended sleep and rest habits to promote overall health.
- P-4.7.2 Implement a personal health plan with the help of a parent or guardian.
- P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.
- P-4.8.2 Encourage others to keep the air, land, and water clean and safe.

2nd Nine Weeks:

Alcohol, Tobacco, and Other Drugs

D-4.1.1 Describe the impact of **ATOD** use or abuse on the individual, peers, family, and society.

D-4.1.2 Discuss reasons that there are laws regulating **ATOD** use.

D-4.1.3 Define the term "**gateway drugs.**"

D-4.2.1 Describe factors that can influence a person's decision to use or not use **ATOD.**

D-4.4.1 Demonstrate effective skills that a person can use to communicate with family and peers about **ATOD** use.

D-4.5.1 Explain why saying "no" to **ATOD** is a healthy decision.

D-4.8.1 Demonstrate ways to influence and support others in refusing to use **ATOD.**

Nutrition and Physical Activity

N-4.1.1 Identify the **six essential nutrients** and the food groups in which they are present.

N-4.1.2 Describe the nutrition information included on food package labels.

N-4.1.3 Explain the importance of following the federal dietary guidelines for Americans with regard to portion sizes.

N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.

N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.

N-4.2.1 Describe factors that influence individual levels of physical activity.

N-4.5.1 Use nutrition information on food package labels to make healthy food choices.

N-4.5.2 Predict the effects of nutritional choices on an individual's health, including oral health.

N-4.6.1 Set a dietary goal and track his or her progress toward its achievement.

N-4.6.2 Set a goal to increase daily physical activity and track his or her progress.

N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.

N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.

3rd Nine Weeks:

Mental, Emotional, and Social Health

M-4.1.1 Describe the characteristics associated with a positive self-concept.

M-4.1.2 Define the term "depression."

M-4.3.1 Locate resources in the home, school, and community that provide **valid** mental, emotional, and social health information.

M-4.6.1 Develop a plan to reduce and manage stress.

M-4.7.1 Demonstrate ways to maintain or improve one's mental, emotional, and social health.

4th Nine Weeks:

Growth, Development, and Sexual Health and Responsibility

G-4.1.1 List the factors that affect an individual's growth (for example, nutrition, heredity, environment).

G-4.1.2 Define the terms "hormones" and "**puberty**."

G-4.1.3 Identify examples of the physical, emotional, and social changes that occur in **puberty** and adolescence (for example, changes in voice, growth of body and facial hair, mood swings, sensitivity to peer influence). □

G-4.1.4 Identify personal hygiene needs during **puberty** and adolescence (for example, using deodorant, flossing teeth, grooming the hair, bathing).

G-4.1.5 Identify responsibilities of family members.

G-4.2.1 Explain ways that peers influence an individual's self-concept during **puberty**.

G-4.3.1 Identify people in the family, school, or community (for example, parents, teachers, nurses, doctors, and clergy) who could provide **valid** health information about the changes that occur during **puberty**.

G-4.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development.

The Curriculum Guide which follows is based upon the *Curriculum Guide for Health and Safety Education* provided by the SC Department of Education. It can be accessed in its original form at

<http://www.ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/HealthEducation.cfm>

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

4th Grade

1st Nine Weeks

Injury Prevention and Safety

Essential Questions: Injury Prevention and Safety

- How should mouth and tooth injuries be treated?
- What can happen if you participate in violent and unsafe behaviors?

Performance Indicator:

I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.

I-4.1.2 Describe basic first aid and emergency procedures for accidental loss of or injuries to teeth.

Sample Teaching Strategies and Activities

- The teacher asks students to identify types of beneficial groups children can belong to after school. Some examples of groups include: team sports, 4-H, Girl Scouts, Cub Scouts, and recreation leagues. Gang membership and groups are discussed. Students examine false promises that gang members use to recruit others. The dangers of gang membership are explored.
- Students brainstorm home, school, and playground practices that can lead to mouth injuries. The teacher may suggest dangerous practices such as: pushing in line at the drinking fountain, placing pens or pencils in the mouth when walking or running, kicking or throwing objects aimed at the face, and chewing on hard foods including ice. The teacher leads discussion as to how to handle dental emergencies including the use of ice packs and the importance of limited handling of a knocked out tooth. A knocked out permanent tooth should be preserved in cold milk in route to emergency dental treatment.

Sample Assessment Strategies

- Students can differentiate between healthy and unhealthy after school group activities.
- Students identify safety steps necessary to prevent oral injury on the playground, at home, and at school.

Essential Question: Injury Prevention and Safety

- How do you know if a group of people are really a gang?

Performance Indicators:

I-4.2.1 Analyze ways that protective factors promote health and safety (for example, positive temperament, healthy sense of health, good relationships with parents).

I-4.2.2 Identify ways that gangs can threaten individual and community safety.

Sample Teaching Strategies and Activities

- Students examine the myth surrounding gangs. The biggest myth being that they are “family”. If gang members break gang “rules” and don’t obey, they can get seriously injured as a punishment.
- A policeman or the school resource officer can be invited to class to discuss the type of crime that gangs are often involved in including: property damage, stealing, and carrying illegal weapons. The officer includes a discussion of protective factors that help to keep children safe from gangs.

Essential Question: Injury Prevention and Safety

- What are different ways to resolve conflict?

Performance Indicator:

I-4.4.1 Demonstrate refusal skills that a person can use to resolve conflict and promote personal safety.

Sample Teaching Strategy and Activity

- Students use common conflict resolution skills to analyze the best strategy for dealing with different conflict situations that are found at the website below. The six skills are: negotiating, communicating misunderstandings, litigating (applying class or school rules), legislating (class vote), and mediation and arbitration (seeking outside help).
<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html?detoured=1>

Sample Assessment Strategy

- Students can give justification to the reason why certain conflict resolution skills work best in a given situation.

Essential Question: Injury Prevention and Safety

- What are important steps to take to stay safe in peer pressure situations?

Performance Indicator:

I-4.5.1 Use decision-making steps that a person can take to stay safe.

Sample Teaching Strategy and Activity

- The teacher gives students examples of unhealthy peer pressure situations. Some examples are that a friend might ask you to: cheat on a test, shoplift some candy from the store, make fun of a smaller child, or experiment with tobacco or alcohol. Students practice with a partner demonstrating skill in saying “no” gracefully and offering positive healthy alternative behaviors.

Sample Assessment Strategy

- Students design a “refusal skill” poster that depicts the negative peer influence they examined in their partner group.

Essential Question: Injury Prevention and Safety

- How can you develop a plan to protect yourself from gang activity?

Performance Indicator:

I-4.6.1 Set a goal to increase protective factors to avoid becoming involved in gang activities.

Sample Teaching Strategy and Activity

- The teacher asks the students in class to give examples of each of the following known protective factors to avoid gang involvement. The students select three factors below that they plan to work on over the next month.
- Feelings of self-worth
 - Good relationships and bonding with positive adult role models.
 - Social support from adults and peers
 - Personal safety and injury prevention practices
 - Positive interaction with law enforcement
 - Positive community and neighborhood attachment
 - Positive peer group activities and norms.
 - Positive peer relationships
 - Avoiding alcohol, tobacco and other drug use
 - Problem solving & decision making
 - Resiliency and positive temperament
 - Self-rewards for pro-social behavior

Sample Assessment Strategy

- Students produce a portfolio with photos, events and stories highlighting the help they received in planning and implementing their selected protective factors.

Essential Question: Injury Prevention and Safety

- How can mouth and tooth injuries be avoided?

Performance Indicators:

I-4.7.1 Demonstrate basic first aid procedures and responses to common emergencies (for example, bleeding, choking, and ingesting poison).

Sample Teaching Strategies and Activities

- Students research the history of mouth protective devices on helmets and chin guards that are used in athletic team sports.
- Students select a sport such as baseball, softball, football, and basketball and prepare a report on the incidence of middle school and high school injury that have occurred over a period of two decades.

Sample Assessment Strategy

- Given pictures of different types of head and mouth protective devices, students can identify the devices that provide the highest degree of protection and safety.

Personal and Community Health

Essential Questions: Personal and Community Health

- How does the immune system work to keep people healthy?
- What is a pathogen?

Sample Performance Indicators:

P-4.1.1 Define the term pathogens.

P-4.1.2 Describe ways to prevent or contain communicable diseases.

P-4.1.3 Describe the immune system and the way it works.

P-4.1.6 List ways to reduce exposure to harmful environmental factors (for example, ultraviolet rays, pollutants).

Sample Teaching Strategy and Activity

- Students explore the job of body cell germ defenders. The teacher creates a game where the “germ” is an identified invader within a defined open area of the room such as a circle. The germ can be a drawing or object in the circle. Students are placed into one of five groups: white blood cell, skin, stomach acid, bronchi, and villi. Each member of the group draws a picture of their immune system function. Pictures of the five body functions are labeled and students groups tape the picture to their body function to their body. The game begins with the teacher telling a story about the bacteria or viral invader and its location on the body. Depending on the location of the germ, the proper student group responds by moving to the circle to surround the germ.

Sample Assessment Strategy

- The correct student group responds to the location of the germ invasion.

Essential Question: Personal and Community Health

- How can culture and the media influence your personal health behaviors?

Performance Indicator:

P-4.2.1 Describe ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.

Sample Teaching Strategy and Activity

- Students examine magazine, television news reports, and television advertising. They identify positive and negative health lifestyle messages that are displayed in each medium. Students summarize the messages into one or two sentence bullets and then organize the messages into positive or negative categories.

Sample Assessment Strategy

- Students correctly identify health lifestyle media messages as positive or negative influences.

Essential Question: Personal and Community Health

- Where are good places to go to get information about personal health and the environment?

Performance Indicator:

P-4.3.1 Locate valid health information, products health information, products, and services that promote personal and community health, including environmental factors and the prevention of disease.

Sample Teaching Strategies and Activities

- A dental professional can be invited to class to explain what their special job responsibilities are.
- Students use an interactive Internet water pollution puzzle to identify sources of personal home and community practices that harm the environment. <http://www.epa.gov/owoww/nps/kids/hapwrng.html>

Sample Assessment Strategy

- Students identify the tools and equipment used in a dental office.
- Students create a list of helpful environmental habits that can be practiced at home, such as turning off the water quickly after brushing your teeth.

Essential Question: Personal and Community Health

- How can adults and peers help you deal with issues related to adjusting to puberty?

Performance Indicator:

P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.

Sample Teaching Strategy and Activity

- Students brainstorm feelings of fear and anxiety related to puberty. The teacher helps in sorting through facts and myths about puberty. The teacher displays new hygiene “tools” of puberty including; deodorant, and soap. Discussion can include how family members can assist in helping students adjust to puberty.

Sample Assessment Strategy

- Students can correctly identify true facts and myths about puberty.

Essential Question: Personal and Community Health

- Why is it important and necessary to get adult help in making some health decisions?

Performance Indicator:

P-4.5.1 Explain when adult assistance is needed in order to make a health related decision.

Sample Teaching Strategy and Activity

- Students select a health related habit that they wish to improve such as: always wearing a bicycle helmet, reducing sun exposure from 11AM to 2PM, wearing sunscreen, hats and sunglasses, and trying not to argue with a sibling. They discuss how adults can help them in trying to improve their selected health behavior.
- Each Student lists aspects of their health that are under their control (sleep, exercise, and food choices) and those things they don't have control over (gender, race, genes and hereditary). They discuss how adults can influence and help with aspects of health that can be controlled.

Sample Assessment Strategy

- Students determine if the health habit they chose to improve was a good choice. They write a short summary of how adults helped them work to achieve their health plan.

Essential Question: Personal and Community Health

- Who can assist you in working to attain a personal health goal?
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Performance Indicator:

P-4.6.1 Identify a personal health goal and name resources to help him or her achieve that goal.

Sample Teaching Strategy and Activity

- Students select a personal health goal that they wish to achieve and then outline how adults can help them achieve their goal. The teacher gives examples of possible personal health projects (planting a small garden at home, learning to rock climb safely, or increasing flexibility for a difficult dance routine.)

Sample Assessment Strategy

- Students outline in graphic format, how adult community helpers assisted them in working toward their health goal. Barriers such as financial cost, time and transportation should be included in the graphic representation.

Essential Question: Personal and Community Health

- Why is it important to practice healthy daily habits?

Performance Indicators:

P-4.7.1 Practice recommended sleep and rest habits to promote overall health.

P-4.7.2 Implement a personal health plan with the help of a parent or guardian.

Sample Teaching Strategies and Activities

- Students keep a log of the amount of time they watch TV, play video games, and use the computer. Students keep a log of their habits that includes exercise, getting at least eight hours of sleep a day, eating five fruits and vegetables, brushing and flossing your teeth, and washing their hands before eating and after bathroom use. Included in their daily log is notation of how adults helped them with their personal health plan.
- Students identify one television commercial that promotes healthy habits and one current television commercial that promotes unhealthy habits.

Sample Assessment Strategy

- Students compare their food and activity lists and decide what habits they need to improve or change.

Essential Question: Personal and Community Health

- How can you influence others to take care of the environment?

Performance Indicators:

P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health.

P-4.8.2 Encourage others to keep the air, land, and water clean and safe.

Sample Teaching Strategy and Activity

- Students choose one idea to present to their family to help them become a more environmentally friendly family. The idea should have suggestions for how the family can be successful in their effort. Students monitor and track the progress of their family's environmental project.

Sample Assessment Strategy

- At the end of each week, students write a summary of the successes and failures of their family project with a plan for revision for upcoming week activities.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

4th Grade

2nd Nine Weeks

Alcohol, Tobacco, and Other Drugs

Essential Question: Alcohol, Tobacco, and other Drugs

- How can poor choices made concerning the use of drugs affect life goals and plans?

Sample Performance Indicators:

- D-4.1.1 Describe the impact of ATOD use or abuse on the individual, peers, family, and society.
D-4.1.3 Define the term “gateway drugs.”

Sample Teaching Strategy and Activity

- The teacher draws a life story time line on the board. The teacher places a pivotal point on the life line, (fork in the road concept) where choices made allows passage in one direction or the other. The teacher tells a story of two twins who walk the first few years of their life on the same path. The teacher stops the twins at the pivotal ATOD event. Students brainstorm possible adverse events that might occur to an eleven or twelve year old. Emphasis should be placed on the choice taken as a result of that adverse event and how that choice changed the path and life of the twins. The teacher draws similarity to the term “gateway” drug as a threat to positive paths in life.

Essential Question: Alcohol, Tobacco and Other Drugs

- What factors influence a person’s decision to use or to not use drugs?

Performance Indicator:

- D-4.2.1 Describe factors that can influence a personal’s decision to use or not use ATOD (Alcohol, Tobacco, and Other Drugs).

Sample Teaching Strategies and Activities

- Students practice holding their nostrils shut and breathing through a straw. They then walk around the room to simulate how difficult it is for a person with emphysema to breathe.
- Students brainstorm all of the ways that young people are targeted in tobacco and alcohol advertising. The teacher leads discussion as to why youth might be more vulnerable to the messages that alcohol and tobacco advertisers use. The teacher asks students to brainstorm what might be the reason why young people choose to experiment with alcohol and tobacco and what positive influences are found in schools, home, and the community (protective factors) that might keep them from experimentation.

Sample Assessment Strategies

- Students identify at least four negative influences that encourage ATOD use and four positive influences that discourage ATOD use.
- Students develop a pamphlet highlighting the dangers of smoking.

Essential Question: Alcohol, Tobacco, and other Drugs

- How can you act on the decision to say no to ATOD?

Performance Indicator:

D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.

Sample Teaching Strategy and Activity

- Students practice the decision making process (clarify the decision, consider alternatives, choose the best alternative) when they are being pressured into participating in a risky drug use behavior. The teacher discusses the three steps in the decision making process.

Sample Assessment Strategy

- After demonstrating the three step process of decision making, students choose an appropriate and necessary action to take to refuse drugs.

Essential Question: Alcohol, Tobacco, and Other Drugs

- How can students help others refuse ATOD?

Performance Indicators:

D-4.8.1 Demonstrate ways to influence and support others in refusing to use ATOD.

Sample Teaching Strategy and Activity

- Students work with other grade levels in the school to plan for a helium balloon launch and ribbon distribution to occur during national seasonal campaign days such as “the Great American Smoke Out” and “Red Ribbon Day”. Students create anti-drug messages to be included with the balloons and ribbons.

[Nutrition and Physical Activity](#)

Essential Question: Nutrition, and Physical Activity

- How are food guidelines and food labeling useful in improving the selection of healthy foods?
- How does diet affect your overall health?

Sample Performance Indicators:

N-4.1.2 Describe the nutrition information included on food package labels.

N-4.1.3 Explain the importance of following the federal dietary guidelines for Americans with regard to portion sizes.

N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.

Sample Teaching Strategies and Activities

- Students analyze food labels and choose the healthiest foods based on the food labels and Federal Dietary Guidelines. The teacher presents a visualization of the number of teaspoons of sugar in student’s favorite drinks. Using drink label information, the teacher uses the formula of four grams of sugar being equal to one teaspoon of sugar. The teacher also provides a visual demonstration of the number of teaspoons of fat in popular food items. The basic formula is that five grams of fat can be visually represented as one teaspoon. Yellow Crisco shortening is a good visual to use to demonstrate teaspoons of fat. The concept of super sizing and increased consumption of fat and sugar is explored.
- Students determine the amount of different foods they need each day by playing the Blast Off computer game located on <http://www.Myfoodpyramid.gov> .

Sample Assessment Strategy

- Students create a five day food diary and sort foods in their diet from highest to lowest in sugar, sodium and fat. They then determine a list of foods that need to be removed from their diet.
- Using a chart that shows calorie expenditures for different activities, students determine how long they will have to walk, run, or ride their bicycle to burn the calories found in one donut. Using donut packaging labels, they determine the amount of sugar and fat in a donut.

Essential Question: Nutrition, and Physical Activity

- How are food choice and exercise inter-related and dependent on each other?

Performance Indicator:

N-4.2.1 Describe factors that influence individual levels of physical activity.

Sample Teaching Strategy and Activity

- The teacher gives an overview of the relationship of calories from food compared to the amount of caloric energy used daily in physical activity. The right type of fuel for a car is a good comparison to the right type of food one eats to perform at top physical and academic levels.

Sample Assessment Strategy

- Students evaluate their personal level of physical activity and their food choices determining their critical areas of need for improvement.

Essential Question: Nutrition, and Physical Activity

- In what ways can poor food choice habits have negative effects on health?

Sample Performance Indicator:

N-4.5.2 Predict the effects of nutritional choices on an individual's health, including oral health.

Sample Teaching Strategy and Activity

- Working in groups, students brainstorm the consequences of engaging in unhealthy food choice habits over time. Examples of habits to consider are practices such as children drinking sugar based drinks before bedtime without brushing their teeth, or the practice of toddlers going to sleep with apple or grape juice filled baby bottles in their cribs.

Sample Assessment Strategy

- Students draw a picture diagram showing the cause and effect of poor food choice habits and practices.

Essential Question: Nutrition, and Physical Activity

- Why is both monitoring diet and exercise important?

Performance Indicators:

N-4.6.1 Set a dietary goal and track his or her progress toward its achievement.

N-4.6.2 Set a goal to increase daily physical activity and track his or her progress.

Sample Teaching Strategy and Activity

- Students read the book "*Gregory, The Terrible Eater*" and construct healthy menus determining the costs of the foods highlighted in the book.

Sample Assessment Strategy

- Students demonstrate understanding of balanced meals and food sources from the various food groups in planning a new diet and exercise plan for Gregory.

Essential Question: Nutrition, and Physical Activity

- How do you use food labels to plan a healthy meal?

Performance Indicator:

N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.

Sample Teaching Strategies and Activities

- The teacher brings in food labels from items found at home and asks groups of students to construct a healthy dinner plate with only five items allowed on each plate. One group of student's task is to assemble a low sodium plate. Another group has a low fat plate. A final group assembles a low sugar plate. The teacher establishes a healthy fat and sodium amount that the students cannot exceed on their plates. Paper plates are decorated and colored to represent the chosen foods on each plate.

Sample Assessment Strategy

- Students vote to determine which plate is the healthiest, most nutritionally balanced, and pleasing to the taste.

Essential Question: Nutrition, and Physical Activity

- How can you help others improve on their eating habits and exercise?

Performance Indicators:

N-4.8.2 Advocate for others to eat healthy foods and to engage in regular physical activity.

Sample Teaching Strategy and Activity

- Students develop plans for a healthy family after school night. The event must include preparation and sharing of a healthy meal, physical activity stations, and group activities. Students plan and promote the event in the school newsletter, through PSA school announcement, and by creating posters and flyers to celebrate the event.

Sample Assessment Strategy

- Students create a portfolio highlighting pictures and participant comments from the healthy family school night event.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

4th Grade

3rd Nine Weeks

Mental, Emotional, and Social Health

Essential Question: Mental, Emotional, and Social Health

- What causes depression?

Sample Performance Indicator:

M-4.1.2 Define the term depression.

Sample Teaching Strategy and Activity

- Students examine the difference between temporarily feeling the “blues” and the more long-lasting condition of day to day “depression”. Students make a list of activities they engage in to make them feel better when they are having a bad day.

Essential Question: Mental, Emotional, And Social Health

- What are resources at home, at school and in the community that can be used to participate in healthy social activities?

Performance Indicator:

M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.

Sample Teaching Strategy and Activity

- Students list some common roles they play at home and in the community. At home, some children are brothers, sisters, cousins, pet caretakers, or elder caretakers. In the community, they are volunteers, sport or recreation team members, and leaders in organizational groups. The teacher assists students in charting common healthy roles that students share.

Sample Assessment Strategy

- Students create a report summarizing how involvement in home, community, and school activities promotes mental, emotional, and social health.

Essential Question: : Mental, Emotional, and Social Health

- What are the best ways to develop a plan to manage stress?

Performance Indicator:

M-4.6.1 Develop a plan to reduce and manage stress.

Sample Teaching Strategies and Activities

- The teacher blows up two balloons of different color. Balloon number one is yellow, orange or red in color. This balloon is labeled distress. Balloon number two is blue or green in color. This balloon is labeled eustress. The teacher asks students to share the day’s good (eustress) and harmful (distress) events with other students in the class. To illustrate the release of stress, the teacher allows air to escape from the representative colored balloon during the day. The teacher explains that when stress is released in positive ways, it is healthy.

- Students give examples of resolving conflict peacefully and explain how peaceful behaviors produce less distress. Classmates share and problem solve ways to help reduce stress build up.

Sample Assessment Strategy

- Students can clearly differentiate between examples of stressful situations that are eustress and distress.

Essential Question: Mental, Emotional, and Social Health

- How does practicing and engaging in activities that you enjoy help you emotionally and socially?

Performance Indicator:

M-4.7.1 Demonstrate ways to maintain or improve one's mental, emotional, and social health.

Sample Teaching Strategies and Activities

- Students list three positive adjectives to describe themselves.
- The teacher asks students to identify at least three activities that they are talented or skilled in. The students write their name and the name of their talent on multiple same size paper cut out stars. Students decorate their stars with color and glitter. The stars are linked together by yarn across a bulletin board in the room.

CURRICULUM GUIDE – HEALTH AND SAFETY EDUCATION

4th Grade

4th Nine Weeks

Growth, Development, and Sexual Health and Responsibility

Essential Questions: Growth and Development

- What is puberty?
- What determines the rate of maturation?

Sample Performance Indicators:

G-4.1.1 List the factors that affect an individual’s growth (for example, nutrition, heredity, environment).

G-4.1.2 Define the terms “hormones” and “puberty.”

G-4.1.3 Identify examples of the physical, emotional and social changes that occur in puberty and adolescence (for example, changes in voice, growth of body and facial hair, mood swings, sensitivity to peer influence).

G-4.1.4 Identify personal hygiene needs during puberty and adolescence (for example, using deodorant, flossing teeth, grooming the hair, bathing).

Sample Teaching Strategies and Activities

- The teacher leads discussion about the endocrine system and the beginning of rapid growth that occurs in early adolescence. Heredity and diet are explained as factors in determining when these changes occur. After review of the adolescent body changes review sheet, http://www.sciencenetlinks.com/pdfs/growth2_actsheet.pdf the teacher leads discussion asking questions. An example of a question is: “Who usually experiences rapid growth changes first, boys or girls”? Another question is: “How does the shape of the body change in height, weight, and in muscle and bone structure of shoulders and hips”? A third question is: “What feelings or emotions occur during this period of change”?
- The teacher explains that the physical and emotional changes of early adolescence do not occur overnight. The early signs of change are rapid growth (height and shoe size), followed by changes in voice, body hair, skin condition, and increased perspiration. The teacher explains that in later years of maturation they will experience body changes that are unique to males and females. These are secondary sex characteristics. It should be emphasized that all children experience maturation at their own rate and time.

Sample Assessment Strategy

- Given a list of body changes, students can correctly categorize the change as occurring primarily in males, primarily in females, or occurring equally in both genders.

Essential Question: Growth and Development

- How do peers and the media impact self-image?

Performance Indicator:

G-4.2.1 Explain ways that peers influence an individual’s self-concept during puberty.

Sample Teaching Strategy and Activity

- Students explore the physical and emotional changes they begin to experience as they begin their teen years. The teacher brings in different pictures of teenagers from magazine and asks students to work in groups to identify what they look forward to when they become teenagers and what aspects of teen years they do not look forward to. The teacher emphasizes that that the emotional roller coaster of teen emotions is normal as teens adjust to the transition to becoming an adult.

Sample Assessment Strategies

- Students can identify both positive and negative aspects of becoming an adolescent. They can identify at least two early physical changes that occur in maturation to early adolescence.
- Students can compare the positive and negative aspects of teen years.

Essential Question: Growth and Development

- What are ways to ask for parent and other adult help in dealing with the process of body changes that occur in early adolescence?

Performance Indicator:

G-4.4.1 Discuss ways to communicate with parents, teachers, or other trustworthy adults about the stages of growth and development.

Sample Teaching Strategy and Activity

- Students are asked to bring in two pictures of themselves, one as a baby and one picture that is current. Working in groups, students discuss ways they have changed since they were a baby. They are asked to list and talk about the things that they liked best when they were four, five, six, and seven years old. They are asked to talk about adults or peers that helped them during their earlier years. In summary the teacher emphasizes that as children they continue to grow and change daily and that they still need the support of adults and peers to help them.

Sample Assessment Strategy

- Students identify parents, teachers and clergy as good sources for information and help with the changes they are experiencing in pre-adolescence. Students understand that normal change is determined by individual heredity and lifestyle. Students can site the specific ways that adults and peers have helped them through their early childhood.

Resources

ATOD

<http://www.utahpd.org/mindmatter/MindMatterlesson.pdf>

http://www.lung.ca/children/index_kids.html

<http://www.acde.org/educate/46plan1.htm>

Growth and Development

http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&cat_id=20183&article_set=22326

http://www.sciencenetlinks.com/pdfs/growth2_actsheet.pdf

Injury Prevention & Safety

Sunburst Visual Media: Harassment Hurts: Gossiping, Taunting and Bullying

Human Relations Media: The Good Conduct Action Pack

www.kidshealth.com

<http://web.extension.illinois.edu/disaster/teacher/dispre.html>

http://uuhsc.utah.edu/poison/publiced/inhalantlesson_4thgr.pdf

http://www.vahealth.org/dental/oralhealtheducation/documents/2007/pdfs/Saving_Smiles_K%20-%205_Oral_Health_Education_Curriculum.pdf

Mental Emotional & Social Health

Human Relations: Time out on Anger, Learning Self-Control.

Sunburst Multi-Media: Harassment Hurts: Gossiping, Taunting & Bullying

www.stopbullyingnow.hrsa.gov ,

<http://www.nchealthyschools.org/docs/lessonplans/4/grade4-102.pdf>

<http://www.teachervision.fen.com/interpersonal-skills/lesson-plan/2989.html?detoured=1>

Personal and Community Health

www.choosemyplate.gov

www.kidshealth.com

<http://www.epa.gov/owow/nps/kids/whatwrng.html>

http://www.vdh.state.va.us/Epidemiology/Surveillance/Getsmart/documents/4thgradecomm_noncommmdiseases.doc

<http://www.swa.org/pdf/4thgradeprepostlessonplan.pdf>

Nutrition and Physical Activity

www.choosemyplate.gov

www.allianceforahealthiergeneration ,

www.kidshealth.com

http://www.impactchildhoodobesity.org/images/docs/K-12_Nutrition_Lesson_Plans.pdf

<http://www.teamnutrition.usda.gov/Resources/mypyramidclassroom.html>

<http://www.energybalance101.com/>

“Gregory, The Terrible Eater” Mitchell Sharmat, Ariane Dewey - Scholastic (2009) - Paperback - 32 pages - ISBN 0545129311