

A Healthy, Active Lifestyle		
Content Area: 02 Health		
Course & Grade Level: 04 Grade 4 Health		
Summary and Rationale		
<p>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.</p>		
Recommended Pacing		
<p>(30 lessons per year)</p> <p>Classes meet once per week for 40 minutes a session.</p>		
New Jersey Student Learning State Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact	
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body system	
CPI #2.1.B	Cumulative Progress Indicator (CPI)	
	Strand B	Nutrition
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.	
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.	
2.1.4.B.4	Interpret food product labels based on nutritional content.	
CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Strand C	Diseases and Health Conditions
2.1.4.C.1	Explain how most disease and health conditions are preventable	
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	
2.1.4.C.3	Explain how mental health impacts one's wellness.	
CPI #2.1.D	Cumulative Progress Indicator (CPI)	
	Strand D	Safety
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	

2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
CPI #2.1.E	Cumulative Progress Indicator (CPI) Strand E Social and Emotional Health (covered in guidance 3rd or 4 th grade)
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations
	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
CPI #2.2.A	Cumulative Progress Indicator (CPI) Strand A Interpersonal Communication
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. (guidance)
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.B.4	Develop a personal health goal and track progress.
CPI #2.2.C	Cumulative Progress Indicator (CPI) Strand C Character Development (character education or guidance 3 rd or 4 th grade)
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
CPI #2.2.D	Cumulative Progress Indicator (CPI) Strand C Advocacy and Service (we don't do this in health)
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
CPI #2.2.E	Cumulative Progress Indicator (CPI) Strand E Health Services and Information
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.

	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
CPI #2.3.A	Cumulative Progress Indicator (CPI)	
	Strand A	Medicines
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines	
2.3.4.A.2	Determine possible side effects of common types of medicines	
CPI #2.3.B	Cumulative Progress Indicator (CPI)	
	Strand B	Alcohol, Tobacco, and Other Drugs
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.	
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	
2.3.4.B.5	Identify the short- and long-term physical effects of inhaling certain substances.	
CPI #2.3.C	Cumulative Progress Indicator (CPI)	
	Strand C	Dependency/Addiction and Treatment
2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. (covered in 5 th)	
2.3.4.C.2	Differentiate between drug use, abuse, and misuse. (slightly covered in 4 th , mostly covered in 5 th)	
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. (covered in 5 th)	
	2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
CPI #2.4.A	Cumulative Progress Indicator (CPI)	
	Strand A	Relationships
2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	
2.4.4.A.2	Determine the factors that contribute to healthy relationships.	
CPI #2.4.B	Cumulative Progress Indicator (CPI)	
	Strand B	Sexuality
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	
CPI #2.4.C	Cumulative Progress Indicator (CPI)	
	Strand C	Pregnancy and Parenting
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.	
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.	

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 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
CRP2.	Apply appropriate academic technical skills.
CRP4.	Communicate clearly and effectively with reason.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
9.2 Career Awareness, Exploration, and Preparation	
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 Technology	
Standard #	Standard
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● 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

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources: