

Clinton-Glen Gardner School District



Curriculum Management System

Health

Grade 4

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Grade 4 Health

Scope and Sequence

| Quarter I | |
|---|---|
| <p>Topic: Community Safety</p> <ol style="list-style-type: none"> a. Who keeps us safe and how they do it b. Conflict resolution c. Violence d. Rules and Laws of the Community | <p>Topic: Lets Talk Teeth</p> <ol style="list-style-type: none"> a. Uses of the Teeth b. Caring for the Teeth c. Problems and Solutions for Dental Problems d. Identifying different parts of the mouth |
| <p>Topic: The Digestive System</p> <ol style="list-style-type: none"> a. The digestive process, what helps and what hurts b. The Balancing Act—Calories and Nutrients c. Being a careful consumer d. Food labels e. Creating a nutritional plan f. Foods that help or hinder the Digestive System | |
| <p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology | <p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy |
| <p>Differentiation: Refer to CPS Differentiation Tool Kit</p> | |
| <p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p> | |

Quarter II

Topic: No Smoking

- a. How smoking harms the body
- b. Why People Smoke
- c. Advertising and Smoking
- d. Smoking and your Community

Topic: Its My Body

- a. Taking care of your body
- b. Emotions
- c. Abuse
- d. Privacy/Refusal Skills

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

Topic: Be Cool Keep Clean

- a. Hormones and Body Changes
- b. Hygiene
- c. Illness Prevention
- d. Health Behaviors
- e. Conception to Birth

Topic: Stay Drug Free! Build Your Assets

- a. Identifying the different types of drugs
- b. How drugs effect the body
- c. How and where to find help
- d. Refusal Skills
- e. What they are and what they do

Topic: All About Aids

- a. What is AIDS
- b. Transmission of HIV
- c. Aids in the Community
- d. Knowing yourself and your friends
- e. Immune System

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
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- Environmental Literacy

Differentiation: Refer to CPS Differentiation Tool Kit

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Quarter IV

Topic: Your Incredible Hearing Machine

- a. Parts of the ear
- b. Sounds and the ear
- c. Taking care of the ear
- d. Hearing impairments
- e. Sounds and the Environment

Topic: Exercise

- a. Types of Exercise
- b. Benefits of Exercise
- c. Warm Up/ Cool Down
- d. Heart/Lungs/Bones
- e. Exercise and Muscles

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
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- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grade 4 Health | Topic: Community Safety | |
|-------------------------------|--|--|--|
| | | Goal 1: The student will be able to identify different members of the community and identify their roles in keeping the community safe. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>1.1. Define “community” and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.2.4.E.1)</p> <p>1.2. Demonstrate respect for the people, rules and laws that protect you. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.2.4.E.1)</p> <p>1.3. Explain peaceful methods used to resolve conflicts within a community. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.2.4.E.1)</p> <p>1.4. Identify examples of different forms of violence and their causes. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.E.2)</p> <p>1.5. Use the Decision Making Steps to select group tactics that would avoid violence.</p> | <p>Essential Questions: What is a community? How do laws and regulations help keep our community safe? What are some different forms of violence in a community? What is a good community safety goal?</p> <p>Conceptual Understandings: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. Many factors at home, school, and community impact social and emotional health. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> | <p>Learning Activities: Discuss and give examples of different types of violence in a community. Discuss what each community member's responsibilities are. Discuss who to contact within the community for different types of emergencies. Discuss conflict resolution skills.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Community Safety | |
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| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>(2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.E.2)</p> <p>1.6. List ways you can prevent violence and increase safety in your community. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.E.2)</p> <p>1.7. Set specific personal goals to contribute to community safety. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.2.4.E.1)</p> <p>1.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.10. Use effective oral and written communication in face-to-</p> | | |

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| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.12. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>1.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p> | | |

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: | Topic: Let's Talk Teeth (taught by classroom teacher) | |
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| | Grade 4 Health | Goal 2: The student will be able to identify different teeth and demonstrate the proper way to care for your teeth. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>2.1. Explain the structure of the human mouth including the tongue and the teeth (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.2. Compare and contrast the different types of human teeth. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.3. Explain the different functions of the teeth.</p> <p>2.4. Make a habit of protecting your teeth from injury. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.5. Determine the effects of broken, missing and misplaced teeth on eating, talking and smiling. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.6. Discover routines necessary for proper dental care. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.7. Assume responsibility for the day-to-day care of your teeth including avoiding</p> | <p>Essential Questions: How often should you visit the dentist? Name 3 ways to take care of your teeth. Why is it important to take care of your teeth and gums? What are some problems that can occur with your teeth?</p> <p>Conceptual Understandings: The dimensions of wellness are interrelated and impact overall personal well being.</p> | <p>Learning Activities: Discuss the different problems that can occur if you don't take care of your teeth. Discuss ways to take care of your teeth. Discuss a schedule of how often you should visit the dentist. Discuss and identify the different types of teeth.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Let's Talk Teeth (taught by classroom teacher) | |
| | Subject/Grade Level: Grade 4 Health | Goal 2: The student will be able to identify different teeth and demonstrate the proper way to care for your teeth. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>substances that are harmful to you, your health and your teeth. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.8. Identify a variety of dental problems and solutions. (2.1.4.A.1, 2.1.4.A.2)</p> <p>2.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.12. Explain the meaning of productivity and</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Let's Talk Teeth (taught by classroom teacher) | |
| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 2:</u> The student will be able to identify different teeth and demonstrate the proper way to care for your teeth. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: The Digestive System | |
| | Subject/Grade Level: Grade 4 Health | Goal 3: The student will be able to identify the different parts of the digestive system and their functions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>3.1. Explain the digestive system and identify factors that help for harm the digestive process. (2.1.4.B.1)</p> <p>3.2. Practice choosing foods that promote dental health, strong bones and healthy muscles. (2.1.4.B.2, 2.1.4.B.3)</p> <p>3.3. Describe the relationship between calories, energy and nutrients. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.4. Demonstrate responsibility for improving eating and exercise habits. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.5. Evaluate your personal plan for nutrition and activity balance. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> | <p>Essential Questions: How does the digestive system work? What are the best foods to eat to improve your body? Identify the different types of eating problems? How does being able to read and interpret a food label help you in making better choices?</p> <p>Conceptual Understandings: Choosing a balanced variety of nutritious foods contributes to wellness.</p> | <p>Learning Activities: Discuss the different parts and functions of the digestive system. Discuss eating and exercise habits. Discuss things found on a food label. Discuss different eating problems. Discuss factors of being a good consumer.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: The Digestive System | |
| | Subject/Grade Level: Grade 4 Health | Goal 3: The student will be able to identify the different parts of the digestive system and their functions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>3.6. Identify influences affecting eating problems. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.7. Compare and contrast healthful and unhealthful dietary influences. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.8. Explain factors affecting consumer buying habits. (2.1.4.B.4)</p> <p>3.9. Read and interpret information on three different types of product labels. (2.1.4.B.4)</p> <p>3.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.11. Use effective oral and written communication in face-to-</p> | | |

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| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 3:</u> The student will be able to identify the different parts of the digestive system and their functions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | face and online interactions and when presenting to an audience. (9.1.4.D.1) | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: No Smoking | |
| | Subject/Grade Level: Grade 4 Health | Goal 4: The student will be able to describe the risks associated with smoking and the affects that smoking has on the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>4.1. List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3, 2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3)</p> <p>4.2. Compare the lungs of a smoker to the lungs of a non-smoker. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3)</p> <p>4.3. Explain the physical and psychological effects of addiction to tobacco. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>4.4. Analyze reasons why people start to smoke and find it hard to quit. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>4.5. List people and other things in your life that influence your behavior.</p> | <p>Essential Questions: What are some chemicals found in cigarettes? How does secondhand smoke affect you? Why do teenagers choose to smoke?</p> <p>Conceptual Understandings: Substance abuse is caused by a variety of factors. Use of drugs in unsafe ways is dangerous and harmful.</p> | <p>Learning Activities: Discuss what is in a cigarette. Discuss what influences a person to smoke and why it is so hard to quit. Discuss marketing of cigarettes and how they impact children. Discuss how secondhand smoke affects you and the community around you. Discuss what addiction is and how it relates to cigarettes.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: No Smoking | |
| | Subject/Grade Level: Grade 4 Health | Goal 4: The student will be able to describe the risks associated with smoking and the affects that smoking has on the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>4.6. Analyze tobacco adds for marketing techniques. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3)</p> <p>4.7. Describe the effects of smoking, including “secondhand smoke” on a community. (2.3.4.B.2)</p> <p>4.8. Apply decision making skills to determine the most healthful action when confronted with secondhand smoke. (2.3.4.B.2)</p> <p>4.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> | | |

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| | <p>4.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.12. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>4.13. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>4.14. Explain why some uses of media are unethical. (9.1.4.E.4)</p> | | |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grade 4 Health | Topic: Its My Body (taught by classroom teacher) | |
|-------------------------------|--|---|---|
| | | Goal 5: The student will be able to understand different feelings and emotions and how they relate to the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>5.1. Identify things that can hurt your body. (2.2.4.A.1)</p> <p>5.2. Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion. (2.2.4.A.1)</p> <p>5.3. List 3 reasons why critical thinking is important in helping us keep our bodies safe. (2.2.4.A.1)</p> <p>5.4. Identify different feelings and examples of what can trigger those feelings. (2.1.4.A.1)</p> <p>5.5. Analyze how actions reflect our emotions. (2.1.4.E.1-4)</p> <p>5.6. Define different kinds of abuse, including sexual harassment. (2.1.4.E.2)</p> | <p>Essential Questions: What are some situations that can do harm to your body? How to our actions affect our emotions? What is abuse?</p> <p>Conceptual Understandings: Effective communication may be a determining factor in the outcome of health-and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> | <p>Learning Activities: Discuss feelings and emotions that could possibly do harm to your body. Discuss the different types of abuse. Discuss standing up for what you believe in, using your refusal skills. Discuss how to turn a dangerous or harmful situation into a healthy one.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Its My Body (taught by classroom teacher) | |
| | Subject/Grade Level: Grade 4 Health | Goal 5: The student will be able to understand different feelings and emotions and how they relate to the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>5.7. Practice standing up for your right to privacy, including practicing refusal skills. (2.1.4.A.1)</p> <p>5.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>5.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Its My Body (taught by classroom teacher) | |
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| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 5:</u> The student will be able to understand different feelings and emotions and how they relate to the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>5.12. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Be Cool, Keep Clean | |
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| | Subject/Grade Level: | Goal 6: The student will be able to identify the changes that occur during puberty and describe the importance of good hygiene. | |
| | Grade 4 Health | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | | |
| | The student will be able to: | | |
| 2-3 | <p>6.1. Describe how hormones affect body function and state emotional changes during puberty. (2.4.4.B.1)</p> <p>6.2. Show how important it is to care for your body as you grow and development. (2.1.4.A.1)</p> <p>6.3. Define “good hygiene.” (2.1.4.A.1, 2.1.4.A.2)</p> <p>6.4. Set goals for keeping clean. (2.1.4.A.1, 2.1.4.A.2)</p> <p>6.5. Predict the consequence of ignoring the harmful effects of germs. (2.1.4.A.1, 2.1.4.A.2)</p> <p>6.6. Practice age appropriate illness prevention skills. (2.1.4.A.1, 2.1.4.A.2)</p> <p>6.7. Name things that contribute to a healthy appearance (hair, skin, nails, teeth,</p> | <p>Essential Questions:</p> <p>What are the different changes your body goes through during puberty?</p> <p>Why is it important to maintain regular visits to the doctor?</p> <p>Why is good hygiene important?</p> <p>How can poor hygiene affect you?</p> <p>Conceptual Understandings:</p> <p>Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p>The dimensions of wellness are interrelated and impact overall personal well-being.</p> | <p>Learning Activities:</p> <p>Discuss Puberty: Hormones, secondary sex characteristics, feelings, and emotions.</p> <p>Discuss Hygiene: Caring for skin, hair, nails, and other body parts</p> <p>Discuss illness prevention</p> <p>Discuss behaviors that will make you look and feel good.</p> <p>Discuss Conception to Birth</p> <p>Assessment Models:</p> <p>Teacher Observation</p> <p>Participation</p> <p>Class work</p> <p>Cooperation in Groups</p> <p>Additional Resources:</p> <p>The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Be Cool, Keep Clean | |
| | Subject/Grade Level: Grade 4 Health | Goal 6: The student will be able to identify the changes that occur during puberty and describe the importance of good hygiene. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | posture, and dress). (2.1.4.A.1, 2.1.4.A.2) 6.8. Use decision making to choose behaviors that will make you look good and feel great. (2.1.4.A.1, 2.1.4.A.2) 6.9. Explain the process of conception to birth. (2.4.4.C.1, 2.4.4.C.2) 6.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 6.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 6.12. Express needs, wants, and feelings appropriately in various situations. | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Be Cool, Keep Clean | |
| | Subject/Grade Level: Grade 4 Health | Goal 6: The student will be able to identify the changes that occur during puberty and describe the importance of good hygiene. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | (9.1.4.D.2) 6.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | | |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grade 4 Health | Topic: Stay Drug Free! Build Your Assets | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>7.1. Identify assets and sources of pressure, which lead to experimentation. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>7.2. Evaluate the effectiveness of various methods of refusing negative pressures. (2.3.4.C.3)</p> <p>7.3. Identify various drugs, classify them into categories and explain the effects of each drug. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4, 2.3.4.B.5)</p> <p>7.4. Predict the consequences of using drugs to solve problems. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4, 2.3.4.B.5)</p> <p>7.5. Identify personal long-term goals and formulate steps to reach them. (2.2.4.B.1, 2.2.4.B.2,</p> | <p>Essential Questions: Do you think people involved with drugs deal with pressure? Why do people turn to drugs to solve problems? What are some of the consequences of using drugs?</p> <p>Conceptual Understandings: Substance abuse is caused by a variety of factors. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. Use of drugs in unsafe ways is dangerous and harmful.</p> | <p>Learning Activities: Discuss different types of drug use. Discuss different ways that drugs can harm the body. Discuss different ways to get help for drug abuse. Discuss the different pressures put on people that force them to use drugs.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Stay Drug Free! Build Your Assets | |
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| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 7:</u> The student will be able to identify the ways people use and abuse drugs, and how their abuse affects their body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>2.2.4.B.3, 2.2.4.B.4)</p> <p>7.6. Compare and contrast the effect of various decisions on long-term goals. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4, 2.3.4.B.5)</p> <p>7.7. Identify resources that you can trust in the community that can help with drug problems in the family. (2.2.4.E.1, 2.2.4.E.2)</p> <p>7.8. Predict the consequences of not getting help with a drug problem. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>7.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school,</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Stay Drug Free! Build Your Assets | |
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| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 7:</u> The student will be able to identify the ways people use and abuse drugs, and how their abuse affects their body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>and during play). (9.1.4.C.1)</p> <p>7.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.12. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)</p> <p>7.13. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)</p> <p>7.14. Explain why some uses of media are unethical. (9.1.4.E.4)</p> | | |

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grade 4 Health | Topic: All About Aids | |
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| | | Goal 8: The student will be able to describe the way the immune system works and its role in defending the body against HIV/AIDS. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>8.1. Define the immune system and discover how HIV destroys its ability to fight germs. (2.1.4.A.1, 2.1.2.A.2)</p> <p>8.2. Role-play how a healthy immune system fights germs. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>8.3. List ways in which HIV is and is not transmitted. (2.1.4.C.1, 2.1.4.C.2)</p> <p>8.4. Compare and contrast a person at risk of HIV and one not a risk of HIV. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>8.5. Make a plan to practice good personal hygiene skills to avoid HIV and other communicable diseases. (2.1.4.A.1, 2.1.4.A.2)</p> <p>8.6. Practice resisting negative peer pressure, including</p> | <p>Essential Questions: What is HIV? What are the ways HIV is transmitted? How does the immune system fight off germs and viruses?</p> <p>Conceptual Understandings: The use of disease prevention strategies in home, school, and community promotes personal health</p> <p>Many health-related situations require the application of a thoughtful decision-making process</p> | <p>Learning Activities: Discuss what HIV is and the ways it is transmitted. Discuss the pressure associated with HIV. Discuss how AIDS cannot only affect the individual, but also the community. Discuss how the immune system works.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: All About Aids | |
| | Subject/Grade Level: Grade 4 Health | Goal 8: The student will be able to describe the way the immune system works and its role in defending the body against HIV/AIDS. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>pressures that put you at risk for HIV. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>8.7. Identify positive qualities in yourself and those qualities that you would like to see in your friends. (2.1.4.A.1, 2.1.4.A.2)</p> <p>8.8. Discover how AIDS can affect a community. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>8.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>8.11. Use effective oral and written</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: All About Aids | |
| | Subject/Grade Level: Grade 4 Health | Goal 8: The student will be able to describe the way the immune system works and its role in defending the body against HIV/AIDS. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>8.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | | |

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grade 4 Health | Topic: Your Incredible Hearing Machine (taught by classroom teacher) | |
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| | | Goal 9: The student will be able to identify the parts of the ear and the importance of taking care of the ear. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>9.1. Explain the basic principles of sound and describe the functions of the major parts of the ear. (2.1.4.A.1, 2.1.4.A.2)</p> <p>9.2. Discover the amazing interdependence of the hearing parts of your body with your brain. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>9.3. Describe 3 ways you can prevent injury or medical damage to your ears. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>9.4. Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>9.5. Practice doing without your sense of hearing for a short time and discover how it affects you.</p> | <p>Essential Questions: What are the parts of the ear? What are the roles of the different parts of the ear? What are some things you can do to protect your ears?</p> <p>Conceptual Understandings: The dimensions of wellness are interrelated and impact overall personal well being.</p> | <p>.Learning Activities: Discuss the different parts of the ear and their roles. Discuss different ways to care for the ear. Discuss different kinds of hearing impairments and how they affect your day-to-day life.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Your Incredible Hearing Machine (taught by classroom teacher) | |
| | Subject/Grade Level: Grade 4 Health | Goal 9: The student will be able to identify the parts of the ear and the importance of taking care of the ear. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>(2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>9.6. Discover the role sound plays in our environment and what is being done or is needed to enhance those roles and safeguard the environment from noise pollution. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>9.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>9.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>9.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Your Incredible Hearing Machine (taught by classroom teacher) | |
| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 9:</u> The student will be able to identify the parts of the ear and the importance of taking care of the ear. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>9.10. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>9.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Exercise | |
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| | Subject/Grade Level: Grade 4 Health | Goal 10: The student will be able to identify different types of exercise and how it benefits the different parts of the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2-3 | <p>10.1. Define physical fitness. (2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4)</p> <p>10.2. Practice different forms of exercise. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.3. Identify benefits of exercise for each part of the body. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.4. Demonstrate the importance of exercise for the heart, lungs, and bones. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.5. Set goals for exercise for different parts of the body. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.6. Explain the role exercise plays in keeping your muscles healthy. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> | <p>Essential Questions: What does the term “Physically Fit” mean? What are some types of exercise? Why is it important to warm-up and cool down when exercising?</p> <p>Conceptual Understandings:</p> | <p>Learning Activities: Discuss the different types of exercise and how it helps keep your body strong and healthy. Discuss the importance of stretching and warming up before exercising. Discuss an exercise goal for you and your family. Discuss how food, exercise, and sleep help keep your body healthier.</p> <p>Assessment Models: Teacher Observation Participation Class work Cooperation in Groups</p> <p>Additional Resources: The Great Body Shop</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Exercise | |
| | Subject/Grade Level: Grade 4 Health | Goal 10: The student will be able to identify different types of exercise and how it benefits the different parts of the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>10.7. Analyze how sleep and exercise help you deal with stress. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.8. Discover the importance of warming up, stretching, cooling down when exercising. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.9. Explain why a proper exercise program is valuable to your body. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>10.10. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>10.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Exercise | |
| | <u>Subject/Grade Level:</u> Grade 4 Health | <u>Goal 10:</u> The student will be able to identify different types of exercise and how it benefits the different parts of the body. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | (9.1.4.D.1) 10.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 10.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | | |