

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum Writing Committee:
Jen Marchetti

Grade Level: 4

Date of Board Approval: _____ 2021 _____

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Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The purpose of the Health curriculum describes quality health education objectives that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert, and successful in school. They are also more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally, and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Goals:

- 1. Unit One –Health and Wellness**
Overview with time range in days: 35

Unit One -Goals:

Understanding of:

- Tobacco, Alcohol, and other drugs
- Physical Activity and Fitness
- Nutrition
- Injury Prevention
- Anatomy
- Family Health
- Sexuality
- Goal Setting
- Decision Making
- Self-Awareness

- 2. Unit Two –Community and Environmental Health**
Overview with time range in days: 15

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Unit Two -Goals:

Understanding of:

- Community Health
- Environmental health
- Consumer health
- Bullying
- Communicable disease

Big Ideas:

- Health concepts are essential for wellness and a health enhancing lifestyle.
- Safety impacts individual well-being.
- Community well-being is dependent on a balance of personal and social responsibility.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 4*, GE Mendez Foundation, Inc., 2020

Health Teacher	www.healthteacher .com
Kids Health	www.kidshealth.org
Nutrition Explorations	www.nutritionexplorations.org
Learn to be Healthy	www.learntobehealthy.org
Operation Fit Kids	www.acefitness.org
Kids programs	www.empowerme .org
HPE Alliance	www.healthiergeneration .org
National Association of Sports and PE	www .naspe.org
Healthy Alliance	www.healthiergeneration.org
Balancing Activity and Nutrition for Kids	www.neahin.org/bankcurriculum

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Curriculum Plan

Unit: Health and Wellness

Time Range in Days: 35 lessons

Standards Addressed:

PA Academic Standards: 10.1.6A, 10.1.6B, 10.1.6C, 10.1.6D, 10.2.6A, 10.2.6D, 10.3.6A, 10.3.6B, 10.3.6D, 10.4.6B

SHAPE America's National Standards: 1,2,3,4,5,7

Eligible Content:

- Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- Identify and describe the structure and function of the major body systems.
- Analyze nutritional concepts that impact health.
- Explain factors that influence childhood and adolescent drug use.
- Explain the relationship between personal health practices and individual well-being.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Explain and apply safe practices in the home, school and community.
- Know and apply appropriate emergency responses.
- Analyze the role of individual responsibility for safety during physical activity.
- Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.

Objectives:

- Construct "I message". (DOK 3)
- Critique assertiveness skills. (DOK 4)
- Identify reasons young people use/abuse alcohol and other drugs. (DOK 1)
- Hypothesize the effects of inhalants upon the body systems. (DOK 3)
- Recall how decisions about inhalant use could affect their favorite activities or cause serious health problems and death. (DOK 1)
- Assess consequences of unhealthy decisions about drug and alcohol use. (DOK 3)
- Identify influences on alcohol and other drug use. (DOK 1)
- Analyze reasons to avoid alcohol and other drug use. (DOK 4)
- Recall the importance of reading and following label directions for OTC medicines. (DOK 1)
- State that OTC medicines are serious medicines with side effects. (DOK 1)
- Identify harmful ingredients in tobacco smoke. (DOK 1)

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- Identify valid sources for information about tobacco smoke and its effect on the respiratory system. (DOK 1)
- Illustrate the structure and function of the major parts of the respiratory system. (DOK 1)
- Classify foods according to the five food groups. (DOK 2)
- Create meals in a balanced diet. (DOK 4)
- Estimate the effects of food choices on body composition. (DOK 2)
- Investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image. (DOK 3)
- Describe the process of digestion. (DOK 1)
- Assess the importance of fiber for the digestive process. (DOK 3)
- Predict conditions that arise due to lack of sleep. (DOK 2)
- Identify that sufficient sleep is an important ingredient to overall wellness. (DOK 1)
- Analyze the effect of different foods on sleep. (DOK 4)
- Explain the importance of having a fire escape plan. (DOK 1)
- Design a fire escape plans for their homes. (DOK 1)
- Identify common traffic safety signs. (DOK 1)
- Summarize skills for caring for minor wounds and burns. (DOK 2)
- Illustrate skills to stay safe in the water. (DOK 1)
- Hypothesize ways to reduce the risk of drowning. (DOK 3)
- Identify basic parts of the digestive system. (DOK 1)
- Name major structures and areas that compose the heart. (DOK 1)
- Illustrate blood flow through the heart. (DOK 1)
- Recall the components of the central nervous system: the brain and spine. (DOK 1)
- Assess the function of the spine. (DOK 3)
- Students will identify behaviors that promote the health and safety of the central nervous system. (DOK 1)
- Recognize key voluntary and involuntary muscles. (DOK 1)
- Draw conclusions about the relationship between the muscular system and other body systems. (DOK 3)
- Critique the symmetrical aspects of the human skeleton. (DOK 3)
- Identify the structural elements of bone. (DOK 1)
- Hypothesize actions that help ensure good bone health. (DOK 3)
- State behaviors and practices that help ensure good respiratory health. (DOK 1)
- Identify and Recite the goal-naming steps. (DOK 1)
- Differentiate short term and long term goals. (DOK 3)

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- Analyze which decisions should be made alone and which should be made with the help of a trusted adult. (DOK 4)
- Hypothesize the benefits and consequences of a particular decision. (DOK 3)
- Recognize the physical signals associated with specific emotions. (DOK 1)
- Assess the value of talking about feelings with trusted adults. (DOK 3)
- Brainstorm healthy and unhealthy ways to express and manage emotions. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Participate in various role plays, sequencing games, and activity card games.
- Practice skills such as eye contact and demonstrate self-confidence.
- Demonstrate mutual respect for one another.
- Work cooperatively in a jigsaw cooperation learning activity.
- Define and discuss drug use.
- Discuss possible reasons for interest in alcohol, tobacco, and other drug use.
- Brainstorm options for solving problems.
- Evaluate options for responding to the problem.
- Discuss the importance of oxygen.
- Discuss dangerous fumes in common household products.
- Discuss the dangers of inhalants.
- Brainstorm consequences of using inhalants.
- Brainstorm and categorize problems caused by drug use.
- Identify newspaper articles related to alcohol or other drug use.
- Identify situations where they have been pressured.
- Role play refusal skills.
- Describe how it felt to be pressured or to be persuasive.
- Brainstorm effects of alcohol and other drug use.
- Demonstrate how peers influence others.
- Discuss what OTC medicines are.
- Review the information found on OTC medicine labels.
- Review the structures of the respiratory system and their functions.
- Describe ingredients of tobacco.
- Simulate tar affecting cilia.
- Groups research tobacco ingredients.
- Discuss the respiratory system.
- Label the parts of the respiratory system.
- Review the structure and function of the respiratory system.

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- Understand the kids' activity pyramid.
- Understand the mypyramid.gov guidance plan.
- Explain the importance of our hearts and the youth RPE scale.
- Identify what to drink for healthy and proper hydration.
- Know your steps and safe walking technique.
- Identify healthy snack choices.
- Explain the importance of strength exercises.
- Explain a food label and its components.
- Demonstrate muscle strengthening exercise.
- List ways to reduce fat and calories in fast food meals.
- Explain the benefits of stretching.
- Understand the importance of eating breakfast.
- Identify family responsibilities.
- Identify changes that occur as a result of growth and aging.
- Describe influences that create change in families.
- Identify resources for individuals and families.
- Explain the physical, emotional, and social changes of adolescence.
- Identify actions that show respect.
- Analyze reasons people show respect.
- Discuss age groups that may be part of a family.
- Discuss similarities and differences in families.
- Explore the roles and responsibilities of families.
- Diagram changes that may occur in families.
- Discuss puberty.
- Identify the physical, social, emotional changes of puberty.
- Discuss ways to show respect to others.
- Explore self-respect.
- Play a game to identify actions that show respect.
- Discuss situations that involve water safety.
- Create posters to advocate water safety.
- Brainstorm ways to prevent minor wounds and burns.
- Differences between minor and major wounds/burns.
- Practice first aid techniques.
- Discuss viruses that may be present in blood.
- Demonstrate precautions for preventing the transmission of blood.
- Discuss bike safety.
- Review common traffic signs.

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- Review decision making steps.
- Students practice decision making.
- Discuss the importance of having a fire escape plan.
- Practice fire escape and what to do/ not to do after escaping from a fire.
- Draw floor plans of their homes.
- Complete a blood flow map and blood flow sequencing cards.
- Discuss the brain and its components.
- Discuss the digestive system, its components, and how to keep it healthy.
- Discuss voluntary and involuntary muscles, brainstorm and label muscles that are in each category.
- Discuss the function of the skeletal system and how to keep it healthy.
- Define respiration and name its components.
- Name a personal goal.
- Identify resources that can help someone to reach a personal goal.
- Identify and follow the steps of the decision making model.
- Demonstrate an awareness of one's own feelings in a variety of situations.
- Demonstrate healthy ways to express and manage emotions.
- Recognize the emotions of others by observing facial expressions.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Learning log
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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Unit: Community and Environmental Health

Time Range in Days: 15 lessons

Standards Addressed:

PA Academic Standards: 10.1.6E, 10.2.6A, 10.2.6B, 10.2.6C, 10.2.6D, 10.2.6E, 10.3.6A, 10.3.6C
National Standards: 1,2,3,4,5,6,7

Eligible Content:

- Identify health problems that can occur throughout life and describe ways to prevent them.
- Explain the relationship between personal health practices and individual well-being.
- Explain the relationship between health-related information and consumer choices.
- Explain the media's effect on health and safety issues.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Analyze environmental factors that impact health.
- Explain and apply safe practices in the home, school and community.
- Describe strategies to avoid or manage conflict and violence.

Objectives:

- Assess health issues related to noise pollution. (DOK 3)
- Identify ways communities and individuals can prevent noise pollution. (DOK 1)
- State the importance of clean water. (DOK 1)
- Identify community health services. (DOK 1)
- Identify careers in community health. (DOK 1)
- Analyze the importance of conserving resources and reducing pollution to personal and community health. (DOK 4)
- Formulate ways to conserve resources and reduce pollution. (DOK 3)
- Identify ways HIV is transmitted. (DOK 1)
- Assess sources for validity on information about HIV infection. (DOK 3)
- Formulate methods of bullying prevention. (DOK 3)
- Assess cyberbullying and the severity of its consequences. (DOK 3)
- Identify reasons why people bully. (DOK 1)
- Brainstorm ways to help out a bully and a victim of bullying behavior. (DOK 3)
- Analyze positive and negative ways to deal with bullying behavior. (DOK 4)
- Identify safe sun practices that will protect their bodies and contribute to future health. (DOK 1)
- Analyze the social influences that encourage or discourage a person to protect against the harmful effects of the sun. (DOK 4)

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- Recall how germs are spread. (DOK 1)
- Identify personal health behaviors that help prevent diseases. (DOK 1)
- Recite symptoms of asthma, allergies, and diabetes. (DOK 1)
- Assess guidelines for use of medicines and vitamins. (DOK 3)
- Classify characteristics of valid information, products, and services. (DOK 2)
- Design a plan to prevent the spread of blood-borne disease. (DOK 4)
- Define key vocab and terms related to communicable disease (AIDS/HIV, immune system, white blood cells, antibodies, hypodermic needle, blood transfusion, bodily fluids, pneumonia). (DOK 1)
- List ways HIV is and is not transmitted. (DOK 1)
- Create “I messages” for different situations. (DOK 4)
- Create anti-bullying tactics for themselves and for the entire school. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Define noise pollution.
- Brainstorm sources of noise pollution.
- Discuss ways individuals and communities can prevent noise pollution.
- Discuss the importance of clean water.
- Discuss ways that the community can keep water clean and safe.
- Discuss ways that individuals and communities can keep water clean and safe.
- Students design posters to advocate keeping water safe and clean.
- Brainstorm community health services.
- Classify community service areas.
- Research careers in community health.
- Brainstorm types of pollution in homes and communities.
- Brainstorm ways to conserve resources and reduce pollution.
- Create skits to advocate conservation of resources and reducing pollution.
- Discuss common trash items.
- Brainstorm ways that common materials can be reused or recycled.
- Create posters to advocate reduce, reuse, recycle.
- Brainstorm ways to prevent disease.
- Demonstrate the transmission of disease through an experiment.
- Discuss the facts about HIV.
- Discuss viruses that may be present in blood.
- Demonstrate precautions for preventing the transmission of blood.
- Use KWL chart to define key concepts related to HIV/AIDS/STI.

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- Teach key terms.
- Brainstorm and create posters of healthy lifestyles rules to live by.
- Discuss how STI/HIV is spread/not spread and how it affects the immune system.
- Take pre/posttest on bullying.
- Identify reasons why the bully became a bully (understanding a bully's background).
- Brainstorm ways to help out a bully and a victim of bullying behavior.
- Practice SWARM (how to pull a friend out of danger from a bully).
- Participate in various role plays, sequencing games, and bully activity card games.
- Learn effective strategies in dealing with bullies and victims of bullying (No-blame approach, peer-support efforts, and Circle time discussions).
- Practice skills such as eye contact and demonstrate self-confidence.
- Demonstrate mutual respect for one another.
- Evaluate methods of bullying prevention.
- Determine in a bullying situation, the severity of choosing to be in an innocent bystander.
- Discuss cyber bullying and the severity of it/consequences.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion
- Checklists of body defenses against disease

Formative:

- Homework assessment
- Classroom work
- Research a communicable disease and report to class
- Learning log (assess content knowledge and attitude)

Summative:

- Written Assessment
- Project Assessment

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____