

# **Cedar Grove School District Health -Grade 4**

Revisions Approved by the Cedar Grove Board of Education  
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## Health Grade 4

In Health IV, students will comprehend concepts related to health promotion and disease prevention. They will demonstrate the ability to access valid health information and health-promoting products and services. Students will analyze the influence of culture, media, technology and other factors on health. Throughout the year, they will learn to practice health-enhancing behaviors and reduce health risks. Third graders will develop the ability to use interpersonal communication skills, goal setting, and decision making skills to enhance health. By learning to advocate for personal, family and community health, students will become responsible citizens.

By the end of fourth grade, students will recognize that in order to achieve and maintain wellness throughout their lives, they have to have an active and balanced lifestyle. The course outline will include: related health vocabulary, reading tips; using graphic organizers and word skill building. Their personal health plans will reflect what they have learned about the following concepts: keeping clean; eating right; getting enough rest; staying active; having good relationships with family; avoiding alcohol, tobacco and other drugs; and dealing with emotions in positive ways. They will learn about the following life skills: communicating; refusing; setting goals; resolving conflict, managing stress; and making responsible decisions. To help them make responsible decisions, they will study the following important character traits: caring; citizenship; respect; responsibility; fairness; and trustworthiness

# Grade 4 Health

## Comprehensive Health & Physical Education

**Recommended Pacing: 7-10 Days**

### Course Rationale

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. This curriculum is taught in conjunction with teachers, guidance counselors, and school nurses.

### Selected Course Topics

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| <ul style="list-style-type: none"> <li>• Disease and Disease Prevention</li> <li>• Types of Medication</li> <li>• Nutrition/Wellness</li> <li>• Peer Pressure</li> <li>• Community Wellness and Service</li> <li>• Health Hazards</li> <li>• Allergies and their Effect on the Body</li> </ul> | <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Interpersonal Relationships</li> <li>• Expressing Emotions</li> <li>• Identifying and Dealing with Peer Pressure</li> <li>• Character Development</li> <li>• Personal Fitness</li> </ul> |
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### New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers

- CRP1. Act as a responsible and contributing citizen and employee.  
 CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and with reason.

#### A: Career Awareness

- 9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (i.e. Nurse, Doctor, Dietician, Dentist, Chef)
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. (Nurse, Doctor, Paramedic, Police Officer, Teacher, Principal, Dentist)

### New Jersey Student Learning Standards for Comprehensive Health and Physical Education

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### A. Personal Growth and Development

By the end of Grade 4	The dimensions of wellness are interrelated and impact overall personal well-being.	<b>2.1.4.A.1</b>	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		<b>2.1.4.A.2</b>	Determine the relationship of personal health practices and behaviors on an individual's body systems.

#### B. Nutrition

By the end of Grade 4	Choosing a balanced variety of nutritious foods contributes to wellness.	<b>2.1.4.B.1</b>	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		<b>2.1.4.B.2</b>	Differentiate between healthy and unhealthy eating practices.
		<b>2.1.4.B.3</b>	Create a healthy meal based on nutritional content, value, calories, and cost.
		<b>2.1.4.B.4</b>	Interpret food product labels based on nutritional content.

#### C. Diseases and Health Conditions

By the end of	The use of disease prevention strategies in home, school, and	<b>2.1.4.C.1</b>	Explain how most diseases and health conditions are preventable.
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Grade 4	community promotes personal health.	<b>2.1.4.C.2</b>	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		<b>2.1.4.C.3</b>	Explain how mental health impacts one's wellness.
<b>D. Safety</b>			
By the end of Grade 4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	<b>2.1.4.D.1</b>	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).
		<b>2.1.4.D.2</b>	Summarize the various forms of abuse and ways to get help.
		<b>2.1.4.D.3</b>	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	<b>2.1.4.D.4</b>	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
<b>E. Social and Emotional Health</b>			
By the end of Grade 4	Many factors at home, school, and in the community impact social and emotional health.	<b>2.1.4.E.1</b>	Compare and contrast how individuals and families attempt to address basic human needs.
		<b>2.1.4.E.2</b>	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	<b>2.1.4.E.3</b>	Determine ways to cope with rejection, loss, and separation
		<b>2.1.4.E.4</b>	Summarize the causes of stress and explain ways to deal with stressful situations.
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>			
<b>A. Interpersonal Communication</b>			
By the end of Grade 4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.4.A.1</b>	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
<b>B. Decision-Making and Goal Setting</b>			
By the end of Grade 4	Many health-related situations require the application of a thoughtful decision-making process.	<b>2.2.4.B.1</b>	Use the decision-making process when addressing health-related issues.
		<b>2.2.4.B.2</b>	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		<b>2.2.4.B.3</b>	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		<b>2.2.4.B.4</b>	Develop a personal health goal and track progress.
<b>C. Character Development</b>			
By the end of Grade 4	Personal core ethical values impact the health of oneself and others.	<b>2.2.4.C.1</b>	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and	<b>2.2.4.C.2</b>	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are

	negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.		important in the local and world community.
		<b>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>D. Advocacy and Service</b>			
By the end of Grade 4	Service projects provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.4.D.1</b>	Explain the impact of participation in different kinds of service projects on community wellness.
<b>E. Health Services and Information</b>			
By the end of Grade 4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	<b>2.2.4.E.1</b>	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		<b>2.2.4.E.2</b>	Explain when and how to seek help when experiencing a health problem.
<b>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.</b>			
<b>A. Medicines</b>			
By the end of Grade 4	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<b>2.3.4.A.1</b>	Distinguish between over-the-counter and prescription medicines.
		<b>2.3.4.A.2</b>	Determine possible side effects of common types of medicines.
<b>B. Alcohol, Tobacco, and Other Drugs</b>			
By the end of Grade 4	Use of drugs in unsafe ways is dangerous and harmful.	<b>2.3.4.B.1</b>	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		<b>2.3.4.B.2</b>	Compare the short- and long-term physical effects of all types of tobacco use.
		<b>2.3.4.B.3</b>	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		<b>2.3.4.B.4</b>	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		<b>2.3.4.B.5</b>	Identify the short- and long- term physical effects of inhaling certain substances.
<b>C. Dependency/Addiction and Treatment</b>			
By the end of Grade 4	Substance abuse is caused by a variety of factors.	<b>2.3.4.C.1</b>	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		<b>2.3.4.C.2</b>	Differentiate between drug use, abuse, and misuse.
		<b>2.3.4.C.3</b>	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
<b>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.</b>			
<b>A. Relationships</b>			
By the end of Grade 4	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.4.A.1</b>	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

		<b>2.4.4.A.2</b>	Explain why healthy relationships are fostered in some families and not in others.
<b>B. Sexuality</b>			
By the end of Grade 4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<b>2.4.4.B.1</b>	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
<b>C. Pregnancy and Parenting</b>			
By the end of Grade 4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	<b>2.4.4.C.1</b>	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	<b>2.4.4.C.2</b>	Relate the health of the birth mother to the development of a healthy fetus.
<b>New Jersey Student Learning Standards for English Language Arts</b>			
<b>Reading Narrative Text</b>			
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		
<b>Reading Informational Text</b>			
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
<b>RI.4.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
<b>RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
<b>RI.4.7.</b>	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.		
<b>RI.4.8.</b>	Explain how an author uses reasons and evidence to support particular points in a text.		
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
<b>Reading Foundation Skills</b>			
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in		

	context and out of context.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>Writing</b>	
<b>W.4.1.</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose. b. Provide reasons that are supported by facts from texts and/or other sources. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ). d. Provide a conclusion related to the opinion presented
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Speaking and Listening</b>	
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>SL.4.2.</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats
<b>SL.4.4.</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>Language</b>	
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and

	<p>spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>
<b>L.4.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ol>

### Accommodations and Modifications

#### Special Education Students

[https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)

#### Gifted and Talented Students

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

#### ESL/ELL Students

<https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjfileUjeptsb4JITe8egvhA/edit?usp=sharing>

#### At-Risk Students

[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIP61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIP61ILBI/edit?usp=sharing)

#### Students with 504 Plans

<https://docs.google.com/document/d/1aW8cuacLzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

### Enduring Understandings

- 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 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
- Family life affect the ways people relate to one another
- Communication and decision making is a life skill

### 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?
- 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?
- Are all families the same? Why or why not?
- How does my body work? Why do I need to know?

#### **Assessment**

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| <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Question and Answer</li> <li>• Written Work</li> <li>• Graphic Organizers/Maps/Webs</li> <li>• Individual Student Progress Checks</li> <li>• Think-Pair-Share</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student/Group Conferencing</li> <li>• Share and Show with Whiteboards</li> <li>• Daily Learning</li> <li>• Collaborative Feedback</li> </ul> |
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#### **Integration of Technology**

- Computers
- SMART Board
- Websites
  - YouTube. <http://www.youtube.com>
  - ReadWorks. <http://ReadWorks.com>
  - Newsela. <http://www.newsela.com>