

Englewood Public School District

Comprehensive Health

Grade 4

Unit: Growing Up Healthy-Human Body, Relationships & Sexuality

Overview: As students grow and change, there are many systems of the body that support them in that growth. The systems of the body are complex and must be understood as having an important role in students' everyday lives. Students will discover the interaction of body systems, the changes that will take place as they grow and develop and the practices needed to keep themselves healthy.

Time Frame: One Marking Period

Enduring Understandings:

- There are different systems in my body that help me move, grow and change.
- The systems of the body must work together to keep me healthy.
- There are practices I can engage in to keep my body healthy.
- Puberty occurs at different times for different individuals.

Essential Questions:

- How do the different systems of the body work together to help me move, grow and change?
- How can exercise help my body to stay healthy?
- How should I make decisions about my health?
- How will I change and grow during puberty?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u> 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p>2.4.4.C.1 Explain the process of fertilization and how cells divide to create an</p>	<p style="text-align: center;">Topics</p> <p>The Human Body</p> <p style="text-align: center;">Objectives</p> <p>Students will describe the function of body parts and systems (e.g., digestive, cardiovascular, muscular, skeletal, nervous and</p>	<p>Students will explain the function of each body system and demonstrate the relationship between body systems by drawing them in the "body: (tracing of themselves). (4-LS1-1)</p> <p>They will then each fill out a job application for 1</p>	<p><u>Organs in the body lesson:</u> https://betterlesson.com/lesson/618161/organs-of-the-human-body?from=cc_lesson</p> <p>The Digestive System, YouTube https://www.youtube.com/watch?v=ZK2fZAIR8BY</p>	<p>Formative Assessments: Vocabulary Quiz/Matching</p> <p>Hands-on Demonstrations</p> <p>Writing Prompts</p> <p>Graphic Organizer</p>

<p>embryo/fetus that grows and develops during pregnancy.</p> <p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost</p> <p>2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>reproductive system)</p> <p>Students will explain that the reproductive system functions to develop an embryo during pregnancy.</p> <p>Students will identify how body parts and systems interact to allow movement and growth and to support wellness.</p> <p>Students will define wellness practices that enhance physical health.</p> <p>Students will relate exercise to the maintenance of good health.</p> <p>Students will identify puberty as a time of many changes (physical, emotional and social) that varies by the individual.</p> <p>Students will describe the process of fertilization.</p> <p>Students will define pregnancy as an important time for wellness practices.</p>	<p>organ. They will have to explain the organ's job description (main function) using appropriate vocabulary, experience (examples of ways it impacts a human's daily activities-'I help people breathe when they exercise', etc.) and references (all the body systems that it works with). This should include illustrations as well. (4-LS1-1) (NJSLs W 4.10)(NJSLs RI 4.4)</p> <p>Students will compare and contrast (using an online graphic organizer) typical practices that will enhance or decrease physical health, that they may engage in (i.e. walking/biking instead of driving in a car, playing outside, limiting screen time).</p> <p>Students will choose 1 change to make to increase their daily activity. They will develop a plan to make this change and should track it for 3 weeks (long enough to create a habit). At the end of the three weeks, students will write a reflection about the</p>	<p>The Nervous System, YouTube: https://www.youtube.com/watch?v=RIUPCNLSJIY&list=PL3A523D119D8F03F8</p> <p>How Does the Heart Work?, YouTube: https://www.youtube.com/watch?v=huzs3Q4-CGc</p> <p>The Circulatory System, YouTube https://www.youtube.com/watch?v=MG6ILGiNTvw</p> <p>The Respiratory System, YouTube https://www.youtube.com/watch?v=MG6ILGiNTvw</p> <p>The Reproductive System, YouTube https://www.youtube.com/watch?v=CqmW9CL80q0</p> <p>Activity Diary, HealthyKids https://www.healthykids.nsw.gov.au/downloads/file/kidstems/HealthyKidsActivityDiary.pdf</p> <p>Physical Activity Ideas https://letsmove.obamawhitehouse.archives.gov/</p> <p>Being Active Daily, NFL: http://www.nfl.com/play60</p> <p>Puberty, KidsHealth.org</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments: Activity Diary and Reflection</p> <p>Students will work in groups to create a class circuit workout. Each group will design a station that involves at least 2 body systems. They will create signs for their station that identify which body systems are being used. Students' signs will also describe how this station enhances wellness for the participant. After teacher approval, students will get to experience the stations.</p> <p>Alternative Assessments: Journal Prompts Peer Assessment Observation of participation</p>
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change, and how they think it will enhance their wellness. (NJSLS W 4.10)

After reading an article, teacher will lead a discussion about puberty being a time when many changes occur, many of which are physical (see kidshealth.org resources). Teacher will ask students what they like in terms of becoming an adolescent. Students should use appropriate domain specific vocabulary. Students can share in a journal response. (NJSLS W 4.10)(NJSLS RI 4.2)(NJSLS RI 4.4)

Students will be asked to raise hands if they have older siblings and can identify any of the common changes (growing taller very quickly, facial hair, voice changing, acne, etc.). Students will put questions about these changes on a post-it and teacher will collect in order to guide the discussion.

<http://kidshealth.org/en/kids/growing-up-normal.html?WT.ac=k-ra>

Puberty, KidsHealth.org
<http://classroom.kidshealth.org/classroom/3to5/personal/growing/puberty.pdf>

Fertilization, How Babies are Made, KidsHealth
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?id=1613&np=289&p=335>

Suggested Text

The Everything Kids Human Body Book, Sherri Amsel

My First Human Body Book, Donald Silver and Patricia Wynne

The Fantastic Elastic Brain, Joann Deak

How Babies are Made by, Allistair Smith

After hearing a read aloud about the changes in the brain/hormones in puberty, teacher will present social and emotional changes that students may experience during puberty. Teacher will help students brainstorm a list of ways to cope with this time of change, such as reaching out to a close adult, getting extra sleep, eating well, etc. **(NJSLS RI 4.1)(NJSLS RI 4.2)**

Teacher will introduce the human life cycle as it relates to students prior knowledge on life cycles. Students will be given a handout on how a single cell divides and becomes many cells, that becomes an embryo. Students will illustrate and label, using appropriate domain specific vocabulary, what they learned after the discussion. **(4-LS1-1)(NJSLS RI 4.4)**

Students will define the time that an embryo grows as pregnancy. They will be asked if they can share any experiences with having younger siblings

born recently. Emphasis is placed on the importance of maintaining healthy practices during pregnancy so the fetus can develop, such as healthy eating, getting enough rest, exercise, etc. (NJSLS SL 4.1)

Comprehensive Health
2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home,

Topics	Objectives	Resources	Formative Assessments:
Health and Safety Resources and Decision Making	Students will identify sources of help to solve health issues, in the community and school by creating a class concept map (on bulletin board paper). Be sure to include mental/emotional health and prompt students if they are not sure.	Mental Health/Happiness, KidsHealth http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2243	Students will list phone numbers of poison control, emergency services, and family contacts. Students will list an adult they can go to who "will listen".
Students will identify resources in the community that are a source of help for both physical and mental health related issues.	Students will have a visit from the guidance counselor who will share the resources she can offer for emotional wellness. Students will fill out an exit ticket with 3 things they learned, 2 things they might try if they need assistance, and 1 thing they still have a question about.	Talking to a School Counselor, KidsHealth http://kidshealth.org/en/kids/school-counselors.html#catrecipes	Discussions
Students will describe health and fitness careers in the school and community (e.g., nurses, doctors, dentists, etc.).	Students will determine personal responsibility in decision making about health and personal safety issues.	Internet Safety, Canada Safety Council http://www.elmer.ca/safety-village/internet-safety	Summative Assessment: Role Plays
Students will determine personal responsibility in decision making about health and personal safety issues.	Students will be provided with age-appropriate scenarios that may require an adults help. Groups of students work together to decide if the student	Decision Making, Colorado Education Initiative http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf	Alternative Assessment: Journal Prompts Peer Assessment Observation of participation

school, and in the community (e.g., fire safety, poison safety, accident prevention).

should seek out help and who the most appropriate person would be. Students can add to the concept map if needed. **(NJSL SL 4.1)(NJSL SL 4.3)**

Student will engage in a class discussion about personal responsibility and making decisions regarding health issues and personal safety such as emergencies, internet safety, etc. Teacher will demonstrate a step-by-step process for making decisions using a graphic organizer. **(NJSL SL 4.1)**

(<http://www.coloradoeducation.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf>)

Students will be given age-appropriate scenarios (personal safety, emotional support, crisis, etc.). Students will practice using the decision-making process to decide if they will seek assistance. Next, students will role play how they might communicate to create a positive outcome. **(NJSL SL 4.1)(NJSL**

SL 4.3)

Key Vocabulary:

Digestive System – The system by which ingested food is acted upon by physical or chemical means.

Cardiovascular System – The organs and tissues involved in circulating blood and lymph through the body.

Muscular System – All the muscles of the body collectively, especially voluntary skeletal muscles.

Skeletal System – The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs.

Puberty - The period during which adolescents reach sexual maturity and become capable of reproduction.

Nervous System – The network of nerve cells and fibers that transmit nerve impulses between parts of the body.

Reproductive System – The system of organs and parts which function in reproduction.

Wellness – The state of being in good health, especially as an actively pursued goal.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Pre-teach academic domain specific vocabulary (students should illustrate) • Students can use both English and their native language to label items • Peers will work together on research • Speak and display terminology and movement 	<ul style="list-style-type: none"> • Peer support • Lower level text will be provided • Students will receive peer support for research • Provide concrete examples • Utilize modifications & accommodations delineated in the student’s IEP • Lower level text will be 	<ul style="list-style-type: none"> • Peer support • Lower level text will be provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during 	<ul style="list-style-type: none"> • Students will present findings to other classes • Students can continue research outside of class • Students can be support for peers • Students can assist in activities to pre-teach vocabulary to students that are ELL • Curriculum compacting • Inquiry-based instruction

<ul style="list-style-type: none"> ● Look for children’s books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<p>provided</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<p>the time of the lesson.</p> <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJLS/ELA:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. 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.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Science:

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Integration of Technology Standards NJLS 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.