

Englewood Public School District

Comprehensive Health

Grade 4

Unit: Taking Care of Myself and Others

Overview: Taking care of oneself includes being sure to identify sources of possible harm, illness and/or injury. This includes harmful substances and their negative consequences, along with how to deal with peer pressure. Students will continue to develop personal responsibility in terms of caring for themselves and making good choices, as well as an understanding for others that may experience illness or disease.

Time Frame: One Marking Period

Enduring Understandings:

- Simple first aid can help myself and others get help quickly.
- There are some diseases that can be prevented and others that can only be managed.
- Identifying positive and negative influences in my life and make good choices about harmful substances are important to my overall well being.

Essential Questions:

- What would you do to take care of minor injuries on yourself or someone else?
- What types of situations are appropriate for using first aid procedures?
- How do I identify positive influences and make good choices about harmful substances (cigarettes, OTC medicine, illegal drugs)?
- How do diseases and disease prevention affect myself and others?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.C.3 Explain how mental health impacts one’s wellness. 2.2.4.B.2 Differentiate between situations when a health-related decision should be made	Topics			
	Diseases	Students will describe injuries that are preventable, after reading an article. They will create a brochure to share their findings with peers.	Preventable Injuries articles https://www.cdc.gov/safechild/index.html	Formative Assessments: Vocabulary Quiz/Matching Discussions
	Disease Prevention		Preventing Disease/Germs, YouTube: https://www.youtube.com/watch?v=YBGsoimPXZg	Role Play
	First Aid	(NJSLs RI 4.1)(NJSLs W 4.10)		Benchmark Assessment: Common Formative Assessment
	Objectives			

independently or with the help of others.
2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

2.1.4.C.3 Explain how mental health impacts one's wellness.

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.

Students will determine the causes of some commonly known diseases (asthma, diabetes, etc) and accidents.

Students will identify precautions (e.g., sanitation, proper handling of food, proper medical attention) that can prevent diseases.

Students will investigate childhood diseases in the United States and in other nations.

In small groups work with peers to identify times when to seek adult assistance. **(NJSLs SL 4.1)**

After reading an article, students will identify diseases that can be prevented through good hygiene, proper medical care, etc. by creating a class chart online. **(NJSLs RI 4.1)(NJSLs RI 4.2)**

Students will role play ways to prevent diseases given a scenario (i.e. cold-sneeze into arm; food poisoning, keep food preparation area clean and wash hands, flu-stay away from other sick people, wash hands, etc.).

Students will research 1 childhood illnesses (asthma, diabetes, etc.) and create a Google slides presentation to share with peers describing the disease, its' symptoms, how it is managed and its impact on the child. **(NJSLs W 4.7)**
(NJSLs SL 4.4)

Students will plan a community service learning experience to support a

Kids Teaching Kids About Asthma, Youtube:
<https://www.youtube.com/watch?v=8wAW8BCnhmo>

Diabetes, KidsHealth.org
<http://classroom.kidshealth.org/prekto2/problems/conditions/diabetes.pdf>

Diabetes presentation, Joslin
http://www.joslin.org/info/classroom_presentation_on_diabetes_for_elementary_school_age_children.html

Online chart maker
<https://www.canva.com/graphs/>

Summative Assessments:
Students will research 1 childhood illnesses (asthma, diabetes, etc.) and create a brochure describing the disease, its' symptoms, how it is managed and its impact on the child. They will share their brochures with other groups.

Writing Prompt: Students will reflect on how it might feel to be a student with a chronic illness or disease. Students will write a letter to a student asking questions about their daily lives and how they cope with the illness. They should also reflect on what they might feel like if they were in this student's shoes.

Alternative Assessments:
Peer Assessment

Self-Assessment

local organization that prevents childhood diseases.

Students will report on their experience planning this event by posting a blog on the schools' website.(NJSLS W 4.6)

Comprehensive Health
2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Topics First Aid	Students will create a video role playing safe vs. unsafe situations that they may come across in their daily lives, including how they would respond to the unsafe situations.	Pedestrian Safety, Youtube https://www.youtube.com/watch?v=-t2oX6zQEyU	Formative Assessments: Vocabulary Quiz/Matching Discussion
Objectives Students will determine the characteristics of safe and unsafe situations.	After viewing a video about First Aid (see resources), students will create a list of items needed for a first aid kit and what it would be used for.	Seatbelt Safety, Youtube https://www.youtube.com/watch?v=kSbdHO8XDug	Demonstrations
Students will examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian and using modes of transportation.	Students will visit the nurses office and check the first aid kit checking for appropriate items. They will make a list of items that are missing and report that to the nurse.	First Aid for Kids, Youtube https://www.youtube.com/watch?v=b97kq2etQF0	Benchmark Assessment: Common Formative Assessment
Students will demonstrate simple first-aid procedures for choking, bleeding, burns and poisoning.	Small groups will research 1 first aid procedure in detail (choking, burns, bleeding, poisoning) and will create a poster demonstrating the step by	How To Create a First Aid Kit, WikiHow http://www.wikihow.com/Make-a-First-Aid-Kit-for-Kids	Summative Assessment: Students will describe a scenario when someone would need a first aid procedure. They will have to create a How-To brochure about the First Aid procedure, including when it is appropriate, what steps to take to ensure their own safety, the steps to complete the procedure as well as what items would be used.
		First Aid Guides for Common injuries/emergencies, KidsHealth.org http://kidshealth.org/en/parents/first-aid-guides.html#catsheets	Challenge: are there any ways this could be prevented? (i.e. bleeding on head from falling off bike)

step procedures. These will be posted around the room and students do a Gallery Walk. (NJSLs W 4.7)

Students will act out scenarios on how to deliver with first aid.

without helmet-wear a helmet)

Alternative Assessments:
Peer Assessment

Self-Assessment

Comprehensive Health
2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

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

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

2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

Topics

Safety

Objectives

Students will know the numbers to the police, EMT, doctor, mom/dad's work, school neighbor.

Students will explain when and how to seek help in an emergency.

Students will recall procedures that ensure pedestrian, bicycle, and traffic safety.

Students will create a safety plan to reduce the risk of injuries at home, in school, and in the community.

Students will work as a group to write a script for a call to emergency services. They will then act out their script for the class, taking feedback on how to make their call more effective. (NJSLs W 4.10)

Students will make a list of emergency contact numbers including poison control, emergency services, parent contacts, etc. If they have cell phones, students will add these numbers to their contact list.

Students will choose 1 unsafe pedestrian/bicyclist behavior and explain ways that they could convince someone to engage in the safe behavior. Students will create a social media campaign they will post on the school's website. (NJSLs W 4.6)

Pedestrian Safety, Youtube
<https://www.youtube.com/watch?v=-t2oX6zQEyU>

Seatbelt Safety, Youtube
<https://www.youtube.com/watch?v=kSbdHO8XDug>

Fire Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/personal/safety/fire_safety.pdf

Fire Safety, Brain Pop
<https://jr.brainpop.com/health/besafe/firesafety/>

Water Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/personal/safety/water_safety.pdf

Bike Safety, KidsHealth.org
http://classroom.kidshealth.org/classroom/3to5/personal/safety/bike_safety.pdf

Formative Assessments:
Discussions

Demonstrations

Role Plays

Concept Map

Summative Assessment:
Students will create a Safety Public Service Announcement (video/presentation/audio) about any safety issue (pedestrian, bicycle, traffic safety, or reducing the risk of injuries due to accidents at home, school, community). They will provide information about how reducing risks, a step by step procedure (i.e. securing a seatbelt, wearing a helmet properly, etc.), and any other important tips.

Alternative Assessment:
Peer Assessment

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.

Students will work with a small group to create a plan to contact the appropriate "helper" given a scenario (fire, sports injury, car accident, etc.).

Self-Assessment

Students will work together to create a class concept map on large bulletin board paper/white board with ideas for reducing the risk of injury in the community (ideas from multiple topics studied are be appropriate).(NJSLS W 4.8)

Comprehensive Health

2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.

Topics	Objectives		Formative Assessments:
Medicines	Students will share what they know about proper medicine use through a class discussion. They will share times that they have taken medicine and for what purposes. They will respond to questions such as: who prescribed it to you? Where did you get it? What routine did you follow when taking it? (NJSLS SL 4.1)	Peer Pressure-Drugs/Alcohol, KidsHealth.org	Vocabulary Quiz/Matching
Tobacco		https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf	Role Plays
Drug Abuse		and https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf	Discussions
	Students will distinguish between over-the-counter and prescription medicines.	Peer Pressure, Finding Nemo, YouTube https://www.youtube.com/watch?v=6pyII0JjO	Venn Diagram
	Students will determine possible side effects of common types of medicines.	Correct Use of Medicine, BrainPop https://jr.brainpop.com/health/drugs/medicine/	Summative Assessments: Brochure
	Students will explain why it		Students will work in groups to create a presentation for a lower grade on peer pressure and ways to combat it. They will create a poster with a slogan and illustrations, as well as tips for resisting

2.3.4.A.2 Determine possible side effects of common types of medicines.

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral

effects of alcohol use and abuse.

2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

is illegal to use or possess certain drugs/substances and the possible consequences.

Students will compare the short- and long-term physical effects of all types of tobacco use.

Students will identify specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.

Students will summarize the short- and long-term physical effects of inhaling certain substances.

Students will differentiate between drug use, abuse, and misuse.

Students will determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

differences between over the counter vs. prescription medicines.

Students will describe what "illegal" drugs are and the possible consequences after viewing a video. (NJSL SL 4.2)

Students will differentiate between medicine and over the counter drugs by playing a game with teams working to solve riddles.

Students will research the negative effects of smoking and create a poster persuading people to quit. It must include facts, as well as illustrations or pictures. (NJSL W 4.7)

Students will describe the different facets of peer pressure, both spoken and unspoken. (NJSL SL 4.1)

Students will be given scenarios and will work in small groups to role play possible ways to deal with peer pressure.

They will then create their own scenario of possible peer pressure situations that

Riddles about Medicines, National Institute on Drug Abuse
https://www.drugabuse.gov/sites/default/files/riddlesmod4_23.pdf

Harmful vs. Useful Medicines, National Institute on Drug Abuse
<https://www.drugabuse.gov/publications/brain-power/grades-2-3/medicines-drugs-whats-helpful-whats-harmful-module-4>

Illegal Drugs, BrainPop
<https://jr.brainpop.com/health/drugs/illegaldrugs/>

Smoking, BrainPop
<https://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf>

Smoking Module, National Institute on Drug Abuse
<https://www.drugabuse.gov/publications/brain-power/grades-2-3/science-behind-smoking-module-5>

peer pressure (this can be general or relate to any topic studied). Students must be prepared to answer questions from the children about the topics.

Alternative Assessments:
Peer Assessment

Self-Assessment

they have or may face in the future. Class discussion will serve as closure.(NJSL SL4.1)

Key Vocabulary:

Disease prevention – The most effective, affordable way to reduce risk for and severity of chronic disease.

Adult assistance – Providing assistance to adults that are aged, blinds, and disabled to help them remain independent.

Medical care – Professional treatment for illness or injury.

Precaution – A measurable taken in advance to prevent something dangerous, unpleasant, or inconvenient from happening,

First-aid kit – A bag or case containing basic medical supplies that are designed to be used on someone who is injured or who suddenly becomes ill.

Drug abuse – The habitual taking of addictive or illegal drugs.

OTC – By ordinary retail purchase, with no need for a prescription or license.

Prescription – An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

Drug – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

Substances – An active ingredient intended to furnish pharmacologic activity or other direct effect in the diagnosis, cure, mitigation, treatment, or prevention of disease or to affect the structure or any function of the body.

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"> Students can use both English and their native language to label items 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be 	<ul style="list-style-type: none"> Peer support using technology Lower level text will be 	<ul style="list-style-type: none"> Students will present findings to other classes Students can continue research

<ul style="list-style-type: none"> ● Peers will work together on research ● Speak and display terminology and movement ● 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"> ● Students will receive peer support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student’s IEP ● Lower level text will be provided ● 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>provided</p> <ul style="list-style-type: none"> ● 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 the time of the lesson. ● 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. 	<p>outside of class</p> <ul style="list-style-type: none"> ● Students can be support for peers ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
--	---	--	---

Interdisciplinary Connections:

- ELA - NJSL/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.4.6. With guidance and support from adults, use technology 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall information from experiences or gather information from print and digital sources; take notes on sources and categorize information and provide a list of sources.

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.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. 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.

Integration of Technology Standards NJSL 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 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.D.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.