

Fourth Grade Comprehensive Health Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
<p>August - November</p>	<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<p>Students will create two outlines of the body. One body will show how healthy eating affects the body, the other will show how unhealthy eating affects the body.</p> <p>Students will create their own meal using the guidelines of MyPlate. Students will create a healthy weekly meal plan including prices and Nutritional information for each food item.</p> <p>Have students create a weeks' worth of meal planning using information from the website myplate.gov. https://www.choosemyplate.gov/</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test Project Written responses</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 4.MD.A.2 Using measurement to create a healthy meal.</p> <p>Technology Standard: 8.1.5.DA.1 Collect, organize, and display data in order to highlight healthy meals.</p>

<p>December / March</p>	<p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p>	<p>Investigate different conditions in which the body has to protect itself from viruses and bacteria.</p> <p>Give a handout of facts on common communicable diseases. After, have students make a public service announcement about prevention of one communicable disease.</p> <p>Handout a recognizing depression worksheet. This will help students learn why someone is depressed and where they can get help. https://classroom.kidshealth.org/classroom/6to8/problems/emotions/depression.pdf</p> <p>Create a chart with healthy and unhealthy behaviors listed on top, provide the students with pictures or scenarios and have them decide or sort where each should go, then discuss. Create scenario cards and distribute them to groups. Have each group create a chart of steps they would take to cope with each scenario.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Whole group/small group work stations</p> <p>Summative Assessments: Test Quizzes Project Written responses</p> <p>Benchmarks:</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 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.</p> <p>Technology Standard: 8.1.5.DA.1 Collect, organize, and display data in order to highlight disease prevention.</p>
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<p>March - June</p>	<p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p>	<p>Break class into groups and provide each with a letter from kids who are feeling sad. Then, have them write a letter that includes some kind words and that gives the kid advice about what to do to feel better. Letters below. https://classroom.kidshealth.org/classroom/3to5/problems/emotions/sad_handout2. Pdf</p> <p>Have the class create five different posters that outline 5 different common emotions and situations that may cause those feelings to arise and how to properly respond to them in a healthy manner. Have students write a letter or list of questions to someone they know and trust that they can talk to about their emotions.</p> <p>Students can label different body systems and discuss/create strategies to support these different body symptoms.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quiz Written responses Quizzes</p> <p>Benchmark: EOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: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.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm how to express emotions and identify behaviors.</p>
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Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.