Please remember the “I Taught This” button!

4th Grade: Unit 1

**Topic Scale**: Health Influences & Healthy Lifestyle

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| --- | --- | --- | --- | --- | --- |
|  | **Week 1****Breakfast Begins the Day** | **Week 2****Cold and Flu Prevention** | **Week 3****Sun Safety** | **Week 4****Sleep is Awesome** | **Week 5****Bedtime Routines** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)* **Demonstrate decision making skills.**
* **Demonstrate goal-setting skills.**

**Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)* **Achieve and maintain health enhancing level of physical activity.**
* **Practice preventive health behaviors.**
 |
| **Vocabulary** | * *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances*
* *decision making, health professionals, health related, decisions, physical activities, fitness components, fitness, risk factors, communities, families, individuals*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Breakfast Begins the Day (Interactive Technology)B – MyPlate and YouAdditional Info: <http://myplate.gov/>  | HT – Cold and Flu Prevention (Interactive Technology)B – Your Body Battles a Cold | HT – Sun Safety (Interactive Technology) | HT – Sleep is Awesome (Interactive Technology) | HT – Setting Bedtime Routines (Interactive Technology) |
| **Additional / Optional****Resources** | HT – Build a Healthy PlateHT – Eat More Fruits and VegetablesHT – CalciumHT – Water is Awesome (Interactive Technology)HT – Preventing Infectious Illness | HT – Sun SafeHT – Wake Up Sleepy HeadHT – Finding FatHT – Dental Hygiene | B – Sugars and FatsB – Dairy on MyPlateB – Grains on MyPlateB - Protein on MyPlateB – Eat Your Vegetables! Drink Your Milk! | B – Why We Need FatsB – How Do My Braces Work?B – Why We Need MineralsB – Your Body Battles a Cavity |

Grade 4: Unit 2

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1****Physical Activity** | **Week 2****Bike Safely** | **Week 3****Concussion Prevention** | **Week 4****The Digestive Process** | **Week 5****Poison** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)* **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.**

**Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)* **Demonstrate decision making skills.**
* **Demonstrate goal-setting skills.**

**Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)* **Achieve and maintain health enhancing level of physical activity.**
* **Practice preventive health behaviors.**
 |
| **Vocabulary** | * *decision making, health professionals, health related, decisions, physical activities, fitness components, fitness, risk factors, communities, families, individuals*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Make Physical Activity a Priority (Interactive Technology)B – Stay Fit! How You Can Get in Shape | HT – Bike Safely (1-3) | HT – Concussion Prevention (Interactive Technology) | HT – Can You Digest This?B – Your Digestive System (if time allows) | HT – Poison – Lock It Up (Interactive Technology) |
| **Additional / Optional****Resources** | HT – Treating Minor Injuries and BurnsHT – Geared for SafetyHT – The Benefits of Physical ActivityHT – How We BreatheHT – The Digestive Process (Nutrition Section)[Youth Physical Activity: The Role of Schools](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPASchools.pdf)[Youth Physical Activity: The Role of Families](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPAFamilies.pdf)[Youth Physical Activity: The Role of Communities](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPAcommunities.pdf) | B – Burp! The Most Interesting Book You’ll ever… **or**  Understanding Food and DigestionB – The Dynamic Digestive System: How does my stomach work?B – What Happens When You Move?B – Your Respiratory System |

Grade 4: Unit 3

**Topic Scale:** Health Influences & Health Advocacy

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|  | **Week 1****Noise** | **Week 2****Reduce, Reuse, Recycle** | **Week 3****Water Conservation** | **Week 4****Water Conservation** | **Week 5****Global Warming** |
| **Iowa Core Health Literacy Standards** |  **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)* **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.**

**Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)* **Demonstrate social and communication skills that enhance health and increase safety.**
* **Advocate for personal, family, and community health.**
 |
| **Vocabulary** | * *healthy, influence, behaviors, prevention, practices, support, communication, positive*
* *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances*
 |
| **HealthTeacher.com****Resources****Health Readers** |  HT – No Noise (1-4) | HT – Reduce, Reuse, Recycle (1-2)B – Earth’s Garbage Crisis | B – Saving Water: The Water CycleB – The Earth’s Water Crisis | HT – Clean Water (1-3) | B – Global Warming |
| **Additional / Optional****Resources** |  | B – Ear-Splitting Sounds and Other Vile NoiseB – Earth’s WaterB – Saving the EnvironmentB – Down the Drain: Conserving Water |

Grade 4: Unit 4

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1****Changing Families** | **Week 2****Proud to be YOU** | **Week 3****Respect** | **Week 4****Respect** | **Week 5****Manners** |
|  | **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls).** **tbandow@ywrc.org****, 244-4901** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)* **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.**

**Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)* **Demonstrate social and communication skills that enhance health and increase safety.**
* **Advocate for personal, family, and community health.**
 |
| **Vocabulary** | * *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances*
* *healthy, influence, behaviors, prevention, practices, support, communication, positive*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Changing Families | B – Proud to Be You | HT – Respecting Myself and Others | B – Treat Me Right: Kids Talk about Respect | B – Manners, please! Why It Pays to be Polite |
| **Additional / Optional****Resources** | Dove self-esteem project: <http://selfesteem.dove.us/Articles/Written/Dove-Confident-Me-five-session-resources.aspx> -Session 1: Breaking down appearance ideals-Session 2: Media Messages (Confident Me) -Session 3: Confront comparisons-Session 4: Banish body talk-Session 5: Be the change | B – MovingB – DivorceB – Taking Action Against Family Breakups |

Grade 4: Unit 5

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1****Caring for Self and Others** | **Week 2****Families Give and Receive** | **Week 3****Stop Bullying** | **Week 4****Listening Skills** | **Week 5****Friendship** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)* **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.**

**Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)* **Demonstrate social and communication skills that enhance health and increase safety.**
* **Advocate for personal, family, and community health.**
 |
| **Vocabulary** | * *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances*
* *healthy, influence, behaviors, prevention, practices, support, communication, positive*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Caring for Self and Others (Interactive Technology)B - Caring | HT – Families Give and Receive (1-3)B – The Right Words | HT – Help Stop Bullying (Interactive Technology)B – Why are You Picking on Me? Dealing with Bullies | HT – Listening Skills (3-5)B – Listen Up | HT – Friendship (Interactive Technology)B – Making Friends |
| **Additional / Optional****Resources** | Dove self-esteem project: <http://selfesteem.dove.us/Articles/Written/Dove-Confident-Me-five-session-resources.aspx> -Session 1: Breaking down appearance ideals-Session 2: Media Messages (Confident Me) -Session 3: Confront comparisons-Session 4: Banish body talk-Session 5: Be the change | Teaching students to prevent bullying: <http://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp> A Bad Case of Bullying: Using Literature Response Groups: <http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-377.html>  |

Grade 4: Unit 6

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1****Tobacco** | **Week 2****Tobacco and Health** | **Week 3****Peer Pressure** | **Week 4****Influences** | **Week 5****Drugs** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)* **Know and use concepts related to health promotion and disease prevention.**
* **Analyze influencing factors on health enhancing behaviors.**

**Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)* **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.**

**Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)* **Demonstrate decision making skills.**
* **Demonstrate goal-setting skills.**

**Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)* **Achieve and maintain health enhancing level of physical activity.**
* **Practice preventive health behaviors.**
 |
| **Vocabulary** | * *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances*
* *decision making, health professionals, health related, decisions, physical activities, fitness components, fitness, risk factors, communities, families, individuals*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Learning More about Tobacco | HT – Decisions about Tobacco and Health | HT – Choosing Friends (Peer Pressure) | HT – Who or What Influences You? | HT – Drugs in the News (1, 2, 3, 4 if time allows) |
| **Additional / Optional****Resources** | HT – Clean Air is Healthy (Tobacco) | B – Making Good ChoicesB – Making Smart ChoicesB – Take Action Against DrugsB – Tobacco: The Real DealKidsHealth in the classroom: Peer Pressure <http://classroom.kidshealth.org/3to5/personal/growing/peer_pressure.pdf> KidsHealth: Dealing with Peer Pressure<http://kidshealth.org/en/kids/peer-pressure.html>  |

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| Health Influences |
| Anchor Standards:* Know and use concepts related to health promotion and disease prevention. (21.3-5.HL.1)
* Analyze influencing factors on health enhancing behaviors. (21.3-5.HL.1)
* Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.3-5.HL.4)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | 1. **Identify examples of physical, emotional, intellectual, environmental, social, sexual, and spiritual wellness during childhood. (21.3-5.HL.1.2)**
2. **Explain proper prevention/management of health crises. (21.3-5.HL.1.4)**
3. **Describe the impact of personal health behaviors on the functioning of body systems. (21.3-5.HL.1.6)**
4. **Describe how media, technology, research, and medical advances impact health. (21.3-5.HL.1.10)**
5. **Demonstrate appropriate responses to negative and positive health influences. (21.3-5.HL.4.1)**
6. **Recognize public health policies that aid in the prevention and maintenance of school and community health. (21.3-5.HL.4.2**) RETRIEVAL
 |
| 2 | 1. Identify specific examples of wellness.
2. Identify proper prevention/management of health crises.
3. Identify personal health behaviors on the functioning of body systems.
4. Recognize media, technology, research and medical advances regarding health practices.
5. Recognize appropriate responses to negative and positive health influences.
6. Explain how information from school and family influences health.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *physical, mental, emotional, social, environmental, influence, behaviors, prevention, management, technology, medical, advances* |

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| Health Advocacy |
| Anchor Standards:* Demonstrate social and communication skills to enhance health and increase safety. (21.3-5.HL.2)
* Advocate for personal, family and community health. (21.3-5.HL.2)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | 1. **State methods of obtaining help for self and others. (21.3-5.HL.2.3)**
2. **Demonstrate how to influence and support others to make positive health choices. (21.3-5.HL.2.6)**
3. **Articulate effective communication related to health care practices. (21.3-5.HL.2.8)**

ANALYSIS |
| 2 | a. Identify communication methods to ask help for self and others. b. Identify examples of how to influence and support others to make positive health choices. c. Recognize effective communication as it relates to health care practices. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary  | *healthy, influence, behaviors, prevention, practices, support, communication, positive* |

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| Healthy Lifestyle |
| Anchor Standard:* Demonstrate decision making skills (21.3-5.HL.3)
* Demonstrate goal setting skills (21.3-5.HL.3)
* Achieve and maintain health enhancing level of physical activity. (21.3-5.HL.5)
* Practice preventative health behaviors. (21.3-5.HL.5)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | **A. Explain different approaches to making decisions. (21.3-5.HL.3.1)**1. **Demonstrate the ability to seek assistance when making health related decisions. (21.3-5.HL.3.3)**
2. **Engage in physical activities to improve fitness components. (21.3-5.HL.5.2)**
3. **Assess risk factors that contribute to health choices. (21.3-5.HL.5.4)**
4. **Demonstrate behaviors that contribute to holistic wellness for individuals, families, and communities. (21.3-5.HL.5.6)**

ANALYSIS |
| 2 | 1. Identify different approaches to making decisions.
2. Identify a health professional to seek assistance when making health related decision.
3. Identify health-related fitness components.
4. Recognize risk factors that contribute to healthy choices.
5. Describe specific behaviors that contribute to holistic wellness.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *decision making, health professionals, health related, decisions, physical activities, fitness components, fitness, risk factors, communities, families, individuals* |