

Health and Wellness

Grade 4

Unit: A

Mental, Emotional, Family and Social Health

Chapter 1: Mental and Emotional Health

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 1 A Plan for Good Health A4-A9 (30 min)	O: 1. Explain how total health reduces health risks. 2. Identify ways to improve health and wellness. 3. Describe the importance of practicing healthful behaviors. HG: Take responsibility for my health.	Health Masters: Develop Vocabulary, p.1 Study guide, p. 2		Clipboard Activity 1 Science Link- A Glass of Health, p. A6 Science Connection- Make A Time Line, p. A6 On Your Own- Drink Water For Health p. A8 ELL-Multilevel Strategies, p. A8	Lesson Review p. A9 Lesson Quiz- Assessment Book, p. 5	NHES 1.1,1.2,2.3,2.6,5.1, 6.1,6.2,7.1,7.2
Lesson 3 Responsible Decisions A16-A21 (30 Min)	O: 1. Describe the difference between a responsible decision and a wrong decision. 2. Identify factors that influence decisions.	Health Masters: Develop Vocabulary, p.5 Study Guide, p. 6 Interpret Information, p.7	Critical Thinking- Analyze What Influences Your Health, p. A19	Clipboard Activity 3 Social Studies Link- List Voter Questions, p. A17 Consumer Wise- Analyze	Lesson Review p. A21 Lesson Quiz- Assessment Book,p.7	NHES 1.3,2.1,2.3,2.4,2.5,4.2, 5.1,5.3,5.4,5.5,7.1

	3. List and apply the steps to making responsible decisions. HG: Make responsible decisions			Media Messages, p. A18 ELL- Multilevel Strategies, p. A19		
Lesson 4 Your Self-Concept A22-A25 (30 min)	O: 1. Describe ways to have a healthy self-concept. 2. Describe how to set and achieve short-term and long-term goals. HG: 1. Choose actions for a healthy self-concept. 2. Practice life skills.	Health Masters: Develop Vocabulary, p.8 Study Guide, p. 9	Critical Thinking-Set Health Goals, p. A24 Health Activity-Practice Healthful Behaviors, p. A24	Clipboard Activity 4 Build Character-Make a Blue Ribbon, p. A23	Lesson Review, p. A25 Lesson Quiz-Assessment Book, p.8	NHES 1.1,1.2,6.1,6.2,7.1
Lesson 6 Reducing Stress A32-A37 (30 min) And Learning Life Skills A38-A-39 (30 min)	O: 1. Describe how the body responds to stress. 2. Explain ways to manage stress. 3. Explain the health benefits of a positive attitude. HG: 1. Have a plan to manage stress. 2. Bounce back from hard times.	Health Masters: Develop Vocabulary, p. 10 Study Guide, p. 13	Critical Thinking-Manage Stress, p. A37 Health Activity-Access Health Facts, Products, and Services, p. A35 Health Activity-Manage	Clipboard Activity 6 Art Link-Picture Stress, p. A33 Physical Education Link-Stress Buster, p. A30	Lesson Review, p.A37 Lesson Quiz-Assessment Book, p.10	NHES 1.1,1.2,2.3,4.1,7.1, 7.2,7.3

			Stress, p.35			
Learning Life Skills- Manage Stress A38-A39	O; 1. Describe the four steps in managing stress. 2. Apply the four steps in managing stress. HG: Practice Life skills.	Health Masters, Learning Life Skills, p.14	Critical Thinking- Manage Stress, pp. A38-A39			

Unit: A  
Mental, Emotional, Family and Social Health

Chapter 2: Family and Social health

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 3 How a Healthy Family Functions pp. A58-A61 (30 min)	O: 1. Explain the importance of being close to family members. 2. Describe how family affects health. HG: Work to have healthful family relationships.	Health Masters: Develop Vocabulary, p.21 Study Guide, p.22		Clipboard Activity 9	Lesson Review, p. A61 Lesson Quiz-Assessment Book, p.18	NHES 1.1,1.2,2.1,5.3, 5.4,5.5,7.1
Lesson 4 How Families Change A62-A67 (30 min)	O: 1. Describe ways that family members work together. 2. Explain how a family adjusts to change. 3. Describe ways to adjust if parents separate or divorce. 4. Describe how families adjust to new family members. HG: 1. Work to have healthful family relationships.	Health Masters; Develop Vocabulary, p. 23 Study Guide,p.24	Critical Thinking-Set Health Goals, p. A67	Clipboard Activity 10 Writ About It! p. A64 Health Activity-Hands On: Group-Family Support Ball toss, p. A65 Health Activity-Hands On: Class-Family Change Web, p. A66	Lesson Review, p. A67 Lesson Quiz-Assessment Book, p. 19	NHES 1.2,1.5,2.1,3.1, 3.2,4.1,4.3,6.1, 6.2,7.1

	2. Adjust to family changes in healthful ways.					
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Unit B: Growth and Nutrition

Chapter 3: Growth and Development

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 4 The Stages of the Life Cycle B20-B25 (30 min)	<p>O; 1. List the factors that affect growth.</p> <p>2. Describe ways that you have changed since birth and how you are changing during childhood.</p> <p>3. Explain why you are unique.</p> <p>4. Identify different ways in which people learn.</p> <p>HG: 1; Accept the ways my body changes as I grow.</p> <p>2. Learn the stages of the life cycle.</p> <p>3. Be glad that I'm unique.</p> <p>4. Discover my learning style.</p>	<p>Health Masters: Develop Vocabulary, p.43 Study Guide, p. 44 Interpret Information, p. 45</p>	<p>Critical Thinking- Set Health Goals, p. B25</p>	<p>Clipboard Activity 16 Science Connection – Life Cycle of a Frog, p. B23 Write About It! p. B24</p>	<p>Lesson Review, p. B25 Lesson Quiz-Assessment Book, p.30</p>	<p>1.2,1.4,2.1,2.3,3.2,4.1,4.4,6.1,6.2</p>
Lesson 5 Your Future Growth B26-B31 (45 min) And Learning Life	<p>O: 1. Describe changes that will occur in adolescence.</p> <p>2. Describe changes that will occur in adulthood.</p>	<p>Health Masters: Develop vocabulary, p.46 Study Guide, p.47</p>	<p>Critical Thinking- Use Communication Skills, p. B31 Health Activity- Be a Health Advocate,</p>	<p>Clipboard Activity 17 Write About It!, p. B28 Hands On: Group, p.B29 ELL-Multilevel</p>	<p>Lesson review, p. B31 Lesson Quiz – Assessment Book, p. 31</p>	<p>NHES 1.1,1.2,1.4,1.5,2.3,4.1,7.1</p>

Skills	<p>3. List habits to practice for healthful growth and aging.</p> <p>4. Identify the final stage of the life cycle.</p> <p>HG: 1. Choose habits for healthful growth and aging.</p> <p>2. Learn the stages of the life cycle.</p>		p.B29	Strategies, p. B30		
Learning Life Skills- Practice Healthful Behaviors, B32-B33	<p>O: 1. Describe the four steps in practicing healthful behaviors.</p> <p>2. Apply the four steps in practicing healthful behaviors.</p> <p>HG: Practice life skills.</p>	Health Masters, Learning Life Skills, p.48	Practice Healthful Behaviors, pp. B32-B33			NHES 1.1,2.3,2.6,7.1, 7.2,8.2

Unit B: Growth and Nutrition

Chapter 4: Nutrition

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 1 Getting the Nutrients Your Body Needs B38-B43 (30 min)	O: 1. List the important nutrients. 2. Describe energy sources for the body, 3. Explain why your body needs water, vitamins, and minerals. HG: Eat healthful meals and snacks.	Health Masters: Develop Vocabulary, p.49 Study Guide, p. 50	Critical Thinking- Practice Healthful Behaviors, p. B41	Clipboard Activity 18 On Your Own- Tracking Carbohydrates, p. B40	Lesson Review, p. B43 Lesson Quiz- Assessment Book, p.37	NHES 1.1,1.4,3.2,6.1, 6.2,7.1,7.2,7.3
Lesson 2 Making Healthful Food Choices B44-B49 (30 min)	O: 1. List the groups in MyPlate and their recommended amounts. 2. List ways to follow the Dietary Guidelines. 3. Identify healthful ways to eat. 4. Describe how table manners help keep you safe. HG: 1. Eat correct amounts from MyPlate. 2. Follow the Dietary Guidelines. 3. Eat healthful	Health Masters: Develop Vocabulary, p.51 Study Guide, p. 52 Interpret Information, p. 54	Health Activity- Make Responsible Decisions, p.B47 Health Activity- Be a Health Advocate, p.B48	Clipboard Activity 19 Build Character- Practice Your Table Manners, p. B49	Lesson Review, p. B49 Lesson Quiz- Assessment Book, p. 38	NHES 1.1,1.2,1.4,4.1, 7.1,8.1,8.2



	meals and snacks. 4. Use table manners.					
Lesson 3 Food Labels and Food Ads B50-B53 (30 min)	<p>O: 1. Explain the importance of reading food labels.</p> <p>2. Identify appeals found in food ads.</p> <p>3. Explain how to eat healthfully at fast-food restaurants.</p> <p>HG: 1. Read food labels.</p> <p>2. Check out food ads.</p> <p>3. Choose healthful foods when eating at fast-food restaurants.</p>	<p>Health Masters: Develop Vocabulary, p.55 Study Guide, pp. 56-57 Interpret Information, p.58</p>	<p>Critical Thinking- Use Resistance Skills, p. B53</p>	<p>Clipboard Activity 20</p>	<p>Lesson Review, p. B53 Lesson Quiz-Assessment Book, p. 39</p>	

Unit C: Personal Health and Safety

Chapter 6: Being Safe from Violence

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 4 Being Safe from Violence C64-C69 (30 min)	<p>O: 1. List ways to stay safe from strangers at home and in the community.</p> <p>2. Describe what to do if you get an unsafe touch and ways to recover from violence.</p> <p>3. Explain safety rules to prevent injury from guns and knives.</p> <p>HG: 1. Follow safety rules to protect myself from people who might harm me.</p> <p>2. Follow safety rules to protect myself against violence.</p> <p>3. Follow safety rules to reduce my risk of injuries from guns.</p>	<p>Health Masters: Develop Vocabulary, p. 97</p> <p>Study Guide, p. 98</p>	<p>Critical Thinking-Make Responsible Decisions, p. C69</p>	<p>Clipboard Activity 34 Writing Connection-Discrimination and Prejudice, p. C67</p> <p>Careers – Police Officer, p. C68</p>	<p>Lesson Review, p. C69</p> <p>Lesson Quiz-Assessment Book, p.63</p>	<p>NHES</p> <p>1.3,1.4,2.4,2.6,3.1,3.2,4.2,5.1,5.2,5.3,5.4,5.5,5.6,7.1,7.3</p>
Lesson 5 Being Safe from Gangs	<p>O: 1. List safety rules to protect yourself from</p>	<p>Health Masters: Develop Vocabulary, p.99</p>	<p>Critical Thinking-Resolve</p>	<p>Clipboard Activity 35 Health Online-</p>	<p>Lesson Review, p. C73</p> <p>Lesson Quiz-</p>	<p>NHES</p> <p>1.1,1.4,2.3,4.1,4.2,4.3,4.4,5.1,5.3,</p>

<p>C70-C73 (30 min)</p>	<p>violence. 2. List reasons to stay away from gangs. 3. Name ways to avoid gangs. HG: 1. Follow safety rules to protect myself against violence. 2. Stay away from gangs.</p>	<p>Study Guide, p. 100</p>	<p>Conflicts, p. C73 Health Activity-Practice Healthful Behaviors, p. C72</p>	<p>Find a Positive Group of Friends, p. C71 On Your Own-Make a "Nothing to Do" List, p. C72</p>	<p>Assessment Book, p. 64</p>	<p>5.4,7.1,7.3</p>
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Unit D: Drugs and Disease Prevention

Chapter 7: Alcohol, Tobacco, and Other drugs

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 1 Safe Drug Use D4-D9 (30 min)	<p>O: 1.List safety rules for taking prescription drugs. 2. Name safety rules for taking over-the –counter drugs. 3. Identify ways to prevent drug misuse. 4. Identify ways to prevent drug abuse.</p> <p>HG: 1. Use over-the-counter (OTC) and prescription drugs in safe ways. 2.Tell how someone who uses drugs in harmful ways can get help.</p>	<p>Health Masters: Develop vocabulary, p.107 Study Guide, p. 108 Interpret Information, pp.109-110</p>	<p>Critical Thinking- Make responsible decisions, p.D9</p>	<p>Clipboard Activity 38 Math Connection-Time and Medicine, p. D7 Health Activity – Hands-On: Class-Drug Emergency Cards, p. D8</p>	<p>Lesson Review, p. D9 Lesson Quiz-Assessment Book, p. 72</p>	<p>NHES 1.1,1.3,1.4,1.5, 2.1,2.3,3.1,3.2, 5.1,5.2,5.3,5.4, 5.5,5.6,7.1,7.2, 7.3</p>
Lesson 2 Alcohol and Health D10-D-15 (30 min)	<p>O: 1. Describe ways that alcohol harms physical health, mental and emotional health, and family and social health. 2. List ten reasons</p>	<p>Health Masters: Develop Vocabulary, p.111 Study Guide, p. 112 Interpret Information,</p>	<p>Critical Thinking- Analyze What Influences Your Health, p. D15</p>	<p>Clipboard Activity 59 Consumer Wise-Analyze Alcohol Ads, p. D12 Music Link – A Thousand</p>	<p>Lesson Review, p. D15 Lesson Quiz-Assessment Book, p.73</p>	<p>NHES 1.1,1.2,1.5,2.1, 2.3,2.4,2.5,3.2, 4.1,4.2,5.3,5.4, 5.5,7.1</p>

	<p>to say “no” to drinking alcohol.</p> <p>3. Describe types of help available to someone who has a drinking problem.</p> <p>HG: 1. Tell how someone who uses drugs in harmful ways can get help.</p> <p>2. Choose not to drink alcohol.</p> <p>3. Say “no” if someone offers me a drug.</p>	p. 113		<p>Times, No! p. D14</p> <p>ELL- Multilevel strategies, p. D14</p>		
<p>Lesson 3 Tobacco and Health D16-D21 (30 min) And Learning Life Skills D22-D-23</p>	<p>O: 1. List ways smoking harms health.</p> <p>2. Explain ways secondhand smoke harms health.</p> <p>3. List five reasons to say “no” to tobacco use.</p> <p>4. Describe how to quit tobacco use.</p> <p>HG: 1. Choose not to use tobacco.</p> <p>2. Protect myself from secondhand smoke.</p> <p>3. Say ‘no’ if someone offers me a harmful drug.</p>	<p>Health Masters: Develop Vocabulary, p.114</p> <p>Study Guide, p. 115</p> <p>Interpret Information, p. 116</p>	<p>Critical Thinking- Practice Healthful Behaviors. P. D21</p>	<p>Clipboard Activity 40 Write About It! pp. D18</p> <p>Health Activity- Hands-On: Class– Tobacco Labels, p. D19</p> <p>Math Connection- Unnecessary Deaths, p. D19</p> <p>Write About It! p. D20</p> <p>Writing Connection – Persuasive: Should Alcohol and Tobacco Be Legal? p. D20</p>	<p>Lesson Review, p. D21</p> <p>Lesson Quiz- Assessment Book, p. 74</p>	<p>NHES 1.2,1.3,1.4,2.4,3.1, 3.2,4.4,6.1,6.2, 7.1,7.3</p>

	4. Tell how someone who uses drugs in harmful ways can get help.					
Learning Life Skills-Use Resistance Skills, D-22-D-23	O: 1. Describe the four steps in using resistance skills. 2. Apply the four steps in using resistance skills. HG: Practice Life Skills.	Health Masters: Learning Life Skills, p. 117	Critical Thinking- Use Resistance Skills, pp. D22-D23 Foldable p. D23			NHES 2.3,4.2,4.4

Unit E: Consumer and Community Health

Chapter 9: Consumer and Community Health

Pacing	Objectives/Health Goals	Resources	Life Skills	Other Activities	Review and Assess	Standards
Lesson 1 Consumers and Advertising E4-E7 (30 min)	<p>O: 1. Explain the purpose of advertisements and commercials.</p> <p>2. Identify how to check out media messages.</p> <p>3. Describe how to make responsible choices about health-care products and services.</p> <p>HG: 1. Check out sources of health information.</p> <p>2. Check out ways technology, media, and culture influence health choices.</p> <p>3. Choose safe and healthful products.</p>	<p>Health Masters: Develop Vocabulary, p. 139</p> <p>Study Guide, p. 140</p>	<p>Critical Thinking-Making Responsible Decisions, p. E7</p>	<p>Clipboard Activity 49 Consumer Wise – Ask Five Questions, p. E6</p>	<p>Lesson Review, p. E7</p> <p>Lesson Quiz-Assessment Book, p.93</p>	<p>NHES</p> <p>1.1,2.5,2.6,3.2,5.1,5.2,5.3,5.4,5.5,5.6,7.1</p>
Lesson 2 Wise Buys E8-E13 (30 min)	<p>O: 1. Describe responsible ways to spend money.</p> <p>2. Describe responsible ways to spend time.</p> <p>Explain how to</p>	<p>Health Masters, Develop Vocabulary, p. 141</p> <p>Study Guide, p.142</p> <p>Interpret</p>	<p>Critical Thinking-Set Health Goals, p. E13</p>	<p>Clipboard Activity 50 Writing connection- An Entertainment Pamphlet, p. E10</p>	<p>Lesson Review, p. E13</p> <p>Lesson Quiz-Assessment Book, p.94</p>	<p>NHES</p> <p>1.1,2.1,2.3,2.5,2.6,3.2,6.1,6.2,7.1,7.2</p>

	choose healthful entertainment. HG: 1. Spend time and money wisely. 2. Choose healthful entertainment.	Information, p.143		On Your Own – Time for Family, E11 Social Studies Connection- A Positive Montage, p. E11 ELL-Multilevel Strategies, p. E12		
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Puberty: the Wonder Years

Grade 4

Lessons 1-6

**LESSON 1: A Climate for Growth (40 min)**

<b>Students will:</b>	<b>National Health Education Standards</b>
Name kinds of body cells and sex cells.	Core Concepts
Propose guidelines for discussions during the puberty lessons.	Interpersonal Communication
Test what they already know about puberty.	Core Concepts
Identify ways to initiate communication with their parents regarding growing up.	Accessing Information Interpersonal Communication

**LESSON 2: Families and Roles (40 min)**

<b>Students will:</b>	<b>National Health Education Standards</b>
Relate positive qualities they admire in their families.	Core Concepts

Improve communication skills with their families.	Interpersonal Communication
Examine sex roles, sex role expectations, stereotypes, and ways they can affect people.	Analyzing Influences

### LESSON 3: New Life (40 min)

<b>Students will:</b>	<b>National Health Education Standards</b>
Examine a variety of ways animals reproduce themselves.	Core Concepts
Explain that fertilization must occur for a new life to begin.	Core Concepts
Compare and contrast animal families and human families.	Core Concepts
Explain the reasons to wait until adulthood before having a baby and making a life-long commitment to being a parent.	Self-Management

### LESSON 4: Growing Up Male (40 min)

<b>Students will:</b>	<b>National Health Education Standards</b>
Identify additional changes that occur in males during puberty.	Core Concepts
Define the structures and functions of the male reproductive system.	Core Concepts

Practice their communication skills by talking with their parents or other trusted adult about puberty.	Accessing Information  Interpersonal Communication
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### LESSON 5: Growing Up Female (40 min)

<b>Students will:</b>	<b>National Health Education Standards</b>
Identify additional changes that occur in females during puberty.	Core Concepts
Define the structures and functions of the female reproductive system.	Core Concepts
Practice their communication skills by talking with their parents or other trusted adult about puberty.	Accessing Information  Interpersonal Communication

### LESSON 6: Changes in the Skin (50 min)

<b>Students will:</b>	<b>National Health Education Standards</b>
Summarize challenges in caring for their skin, hair, and nails during puberty.	Core Concepts
Propose ways to care for their skin, hair, and nails as they mature.	Self-Management