

# Health (4)

Physical Education and Health

Grade(s) 4th, Duration 1 Year, 1 Credit  
Required Course

## Course Overview

Most health components are taught by classroom teachers.

Circulatory and respiratory systems are highlighted by the PE teacher in February. Family connections are encouraged, using materials from Jump Rope for Heart.

Students will meet with the school nurse for initial instruction in human growth and development as they approach puberty. Parental permission is required.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Day(s)	Health Promotion	1. Cardiovascular Health 2. Human Growth and Development
8 Day(s)	Mental, Emotional, Family, and Social Health	1. Mental and emotional health 2. Family and social health
4 Day(s)	Nutrition	1. Nutrition

## Materials and Resources

MacMillan/McGraw-Hill [Health and Wellness](#)  
"Jump Rope for Heart" materials  
School nurse (guest presenter)

## Course Details

### Unit: Health Promotion

Duration: 6 Day(s)

#### Unit Overview

Students will review prior instruction on the function of the cardiovascular system, and will also receive initial instruction on changes anticipated during puberty.

#### Materials and Resources

Large model of the cardiovascular system, set up in the gym. Models of red blood cells.

#### Summative Assessment

Teacher observation.

### Topic: Cardiovascular Health

Duration: 5 Day(s)

#### Topic Overview

Students will study key aspects of the function of the cardiovascular system.

#### Learning Targets

Practical exercise, circulatory system.

Students will role-play a red blood cell as it moves through the circulatory system and the lungs. This activity takes place in PE class.

Endurance Assessment

Students will participate in endurance activities to assess their cardiovascular health.

Jump Rope for Heart

Students will participate in activities leading up to the annual Jump Rope for Heart competition in PE.

### Topic: Human Growth and Development

Duration: 1 Day(s)

#### Topic Overview

Students learn about human growth and development as they approach puberty.

#### Learning Targets

Body changes during puberty.

Instruction is provided by Jefferson County Health Department staff to students in same-sex groups. Parental consent is required.

### Unit: Mental, Emotional, Family, and Social Health

Duration: 8 Day(s)

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Students will explore aspects of health, including decision-making, self-concept, and friendships. Classroom teachers and the guidance counselor share responsibility for instruction and follow-up.

## Materials and Resources

Health and Wellness Chapters 1-2

## Academic Vocabulary

Health, health goal, wellness, healthful behavior, risk behavior, life skill  
Personality, self-respect, values, character, responsible, self-statement  
Responsible decision, wrong decision, resistance skills  
Self concept, long-term goal, short-term goal  
Emotion, fear, caring, joy, sadness, grief, bored  
Stress, stressor, attitude

Relationship, respect, communication, I-message, health advocate, role model  
Self-control, conflict, mediation  
Family, family guidelines, heredity, environment  
Separation, divorce, adoption, foster child  
Friend, peer, peer pressure  
Clique, abuse, bully

## Summative Assessment

Test, projects

**Topic:** Mental and emotional health

**Duration:** 4 Day(s)

## Topic Overview

Students will discuss aspects of good health, including developing a good self-concept and managing stress. Many of the concepts are also addressed during Guidance lessons presented by the school counselor.

## Learning Targets

A plan for good health

Students will build vocabulary, and will identify three parts of total health, will consider ways to improve their health, and will list steps to follow to practice healthful behaviors.

Good character and health

Students will build vocabulary, and will identify personality traits, will identify six traits of good character, and learn to use self-statements.

This is addressed by the school guidance counselor as well as the classroom teacher.

Responsible decisions

Students will build vocabulary, and will identify steps to making responsible decisions.

Self-Concept

Students will build vocabulary, and will set long-term and short-term health goals.

Expressing emotions

Students will build vocabulary, and will explore healthful ways to express emotions and avoid boredom.

Reducing stress

Students will build vocabulary, and will learn about physical responses to stressors as well as healthy ways to manage stress.

**Topic:** Family and social health

**Duration:** 4 Day(s)

## Topic Overview

Students will explore concepts of friendship and healthy relationships within the family.

## Learning Targets

Your relationships

Students will build vocabulary, and will learn ways to show respect in relationships, steps to follow to improve communication skills, and steps to follow to be a health advocate.

Managing emotions

Students will build vocabulary and will discuss self-control, managing anger, and mediation to avoid conflict.

Healthy families

Students will build vocabulary, and will learn why it is important to be close to family members.

How families change

Students will build vocabulary, and will discuss the ways that families can change through separation, divorce, and adoption.

Healthful friendships

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Students will build vocabulary, and will learn how a true friend acts, how to use resistance skills, how peers show good character, and what to look for in making new friends.

## Unkindness

Students will build vocabulary, and will learn ways to avoid participating in cliques, bullying, and abuse.

## Unit: Nutrition

Duration: 4 Day(s)

### Unit Overview

Students will explore particular aspects of food choices, nutrition, and maintaining a healthy weight.

### Materials and Resources

Health and Wellness Chapter 4  
USDA information, "My Plate"

### Academic Vocabulary

Nutrient, protein, carbohydrates, fats, vitamins, minerals  
Food group, MyPlate, dietary guidelines, calorie  
Food label, additive, preservative, advertisement, commercial, fast-food restaurant  
Balance diet, snacks, empty-calorie food  
Food allergy, food intolerance, lactose, MSG, foodborne illness  
Healthful weight, body image, underweight, overweight

### Summative Assessment

Test, projects

## Topic: Nutrition

Duration: 4 Day(s)

### Topic Overview

Students will learn about nutrition as a part of health, and will develop critical-thinking skills when considering food choices.

### Learning Targets

#### Nutrients

Students will build vocabulary and will learn about the importance and functions of six kinds of nutrients, water, and selected vitamins and minerals.

#### Making healthful food choices

Students will build vocabulary and will learn to follow USDA dietary guidelines in choosing foods.

#### Food labels and advertisements

Students will build vocabulary and will learn to read food labels, will analyze advertisements, and will brainstorm ways to order healthy food when eating out.

#### Healthful meals and snacks

Students will build vocabulary and will use critical thinking skills to compare various kinds of meals and snacks.

#### Preventing foodborne illness

Students will build vocabulary and will learn ways people react to different foods and ways to prevent foodborne illness.

#### A healthful weight

Students will build vocabulary and will learn ways to maintain a healthful weight as they grow.

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