

**Summit High School
Summit, NJ**

Grade Four/ Content Area:

Wellness

Course Description:

<p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Choices I make today will impact my health in the future.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. What do I need to care for my growing body? 2. As I change, how do I make healthy decisions?</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • The need for personal hygiene products. • How to resist unhealthy influences. • How their body will change over time. • How choices may affect future chronic health conditions.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Describe the appropriate use of healthcare and personal hygiene products.</p> <p>Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</p> <p>Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.</p> <p>Differentiate among communicable, non-communicable acute, chronic, and inherited</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Personal Health • Growth and Development • Diseases and Health Conditions <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Students will participate in resistance scenarios. • DARE essay and poster.

diseases and healthy conditions.	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • In language arts, students will write a comprehensive DARE essay. • In art, students will create a DARE poster. <p>Technology Integration</p> <ul style="list-style-type: none"> • Utilize kidshealth.org or appropriate website to enhance understanding of growth and development. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Research adolescent traditions across the world.
Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.	

Texts and Resources:

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Grade Four/ Content Area:

Integrated Skills

Course Description:

Standard 2.2 (Integrated skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> I can set and meet my own healthcare goals. I am a participating member of my community.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
3. How do I communicate my healthcare needs? 4. What do I look for in a good healthcare provider? 5. What healthcare issues does our community face? 6. What are my personal healthcare goals?	Students will understand... <ul style="list-style-type: none"> • How to identify a good healthcare service. • Their personal goals and steps to meet them. • Core character traits and ethical values they need to meet their goals. • A position on a healthcare issue.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> • Communication • Planning and Goal Setting • Character Development • Leadership, Advocacy, and Service Sample Assessments: <ul style="list-style-type: none"> • Students will write a position paper on a healthcare issue of their choice. • Students will set a personal healthcare goal and track their progress. • Students will identify a healthcare need and list appropriate resources. Interdisciplinary Connections
Explain how to determine the validity and reliability of a health resource.	
Present health information, orally and in writing, to peers.	
Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.	
Identify and employ ways improve listening skills.	
Explain how to identify a health problem or issue for possible research.	
Develop a personal health goal and track progress.	
Describe ways to support the achievement of health goals.	

	<ul style="list-style-type: none"> • In language arts, students will research their healthcare position and write a comprehensive position paper. <p>Technology Integration</p> <ul style="list-style-type: none"> • Students will make a health information pamphlet. <p>Global Perspectives</p> <ul style="list-style-type: none"> • What are the healthcare issues that other communities face globally.
Discuss how an individual's character positively impacts individual and group goals and success.	
Develop a position on a wellness issue.	
Discuss laws and regulations created to enhance wellness.	
Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.	

Texts and Resources:

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**Grade Four / Content Area:
Drugs and Medicines**

Course Description:

<p>Standard 2.3 (Drugs and medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> The uses of drugs and alcohol have physical and emotional affects on people’s lives.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What are the short and long term affects of drugs and alcohol? 2. Why are some drugs illegal? 3. How can I tell if someone is having a problem with drugs and alcohol? 4. How does the media influence people’s decision to use drugs and alcohol? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • That certain drugs and alcohol are illegal under certain ages. • They will understand the long and short term, physical and emotional affects of drugs and alcohol intake. • The media, peer and adult influence on their decisions. • They will understand the signs of addiction.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Explain why it is illegal; to use or posses certain drugs/substances</p> <p>Describe the short and long tem physical effects of tobacco use.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Alcohol, tobacco, and other drugs • Dependency/Addiction and treatment

Discuss the impact of second hand/passive smoke on the health of nonsmokers.	<p>Sample Assessments:</p> <p>The students will...</p> <ul style="list-style-type: none"> • Write a letter to their body explaining the long and short-term effects of drugs and/or alcohol. • List the warning signs of addiction. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • In Science the students will study the effects of drugs and alcohol on their body. <p>Technology Integration</p> <ul style="list-style-type: none"> • In computer lab students will create drug awareness flyers. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Drug and alcohol addictions are worldwide.
Identify the short and long term physical and behavioral effects of alcohol use and abuse.	
Identify the physical and behavioral effects of marijuana use.	
Explain the brain damage, lung damage, and death can occur from inhaling certain substances such as solvents, propellants, and medicinal gases.	
Discuss signs that a person might have a problem with the use of alcohol, tobacco and other drugs.	
Identify where individuals with a substance abuse problem can get help.	
Differentiate among drug use, abuse, and misuse.	
Describe how advertising, peer, and adults influence teenagers and children to try alcohol, tobacco and other drugs.	

Texts and Resources:

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Grade Four/ Content Area: Health

Human Relationships and Sexuality

Course Description:

<p>Standard 2.4 (Human relationships and sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> My body changes during puberty. A female body changes during pregnancy.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>5. How does my body change during puberty? 6. What are the changes that occur in a female during pregnancy? 7. How does the health of the mother relate to the health of a fetus?</p>	<p>The students will understand....</p> <ul style="list-style-type: none"> • What changes to expect physically, socially and emotionally during puberty. • The process of fertilization and how cells divide to create an embryo/fetus. • That the health of the birth mother is important for the development of a healthy baby.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Sexuality • Pregnancy and Parenting <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> • Boy, girl or both game. • Students will place pictures people of various ages in chronological order and locate themselves on the scale.
<p>Relate the health of the birth mother to the development of a healthy fetus.</p>	
<p>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	

	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections-</p> <ul style="list-style-type: none">• In literacy the students can read books about the challenges of growing up. <p>Technology Integration</p> <ul style="list-style-type: none">• Students will explore different websites relating to puberty and growth and development. <p>Global Perspectives</p> <ul style="list-style-type: none">• Students will discuss cultural responses to puberty.