

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Health

Grade 4

Date of Board Approval: **January 19, 2012**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Health Subject Area: Health Grade Level: Fourth

Course Length: (Semester/Year): Year Duration: 45 minutes Frequency: Once every two 6 day cycles

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: concepts of health; healthful living; and safety and injury prevention.

Major Text(s)/Resources: None

Curriculum Writing Committee:

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Unit: Safety		Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Emergency action steps: stay calm, check the scene, check the person. • Steps in the Heimlich maneuver. • How to treat wounds involving blood. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Knowing how to deal with emergency situations keeps us and others safe. • Identify an emergency situation which requires action. 		
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Illustrate a poster showing the emergency action steps. • Demonstrate the Heimlich maneuver. 		
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Create a flipchart that depicts the care of wounds involving bleeding. • Dramatize an emergency situation and what you would do in that situation. 		

Unit: Drug and Alcohol		Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments	
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • Know the short term and long term effects of tobacco, alcohol and steroid use on our body. • The use of tobacco, alcohol and steroids can change your life by damaging your body. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • Brainstorm how peers influence our decisions. • Identify the health consequences of using tobacco, alcohol, steroids and other drugs. 		
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • Role play various situations using refusal skills. 		
10.2.6C Explain the media's effect on health and safety issues.	<ul style="list-style-type: none"> • Identify peer pressure and media as a way to influence our decisions. 		
10.3.6C Describe strategies to avoid or manage conflict and violence.	<ul style="list-style-type: none"> • Identify refusal skills. • Brainstorm ways to refuse tobacco, alcohol, and other drugs. 		

Unit: Hygiene	Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> ● Identify some infectious diseases as colds, flue, chickenpox, AIDS/HIV. ● Identify some noninfectious diseases as asthma, hay fever, allergies, cancer, and diabetes. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> ● Infectious diseases can be transferred by contact/exposure. ● Identify the major parts of the immune system (red blood cells, white blood cells, T-cells). 	
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> ● Classify diseases as infectious or non-infectious. ● Write about how certain habits can prevent or promote disease (cause/effect). 	
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> ● Read the book “Germs Make Me Sick.” and summarize what you learned about germs. ● Write a poem depicting the difference between infectious and noninfectious diseases. 	
10.2.6E Analyze environmental factors that impact health.	<ul style="list-style-type: none"> ● Good hygiene can help prevent some diseases. 	

Unit: Human Body	Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments
<p>10.1.6A Describe growth and development change that occur between childhood and adolescence and identify factors that can influence these changes.</p>	<ul style="list-style-type: none"> List ways we can keep our body systems healthy as we grow. 	<p>Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations</p>
<p>10.1.6B Identify and describe the structure and function of the major body systems.</p>	<ul style="list-style-type: none"> Know the role of various body systems. Define a system as any organized assembly of things that work together to accomplish a goal. 	
<p>10.1.6B Identify and describe the structure and function of the major body systems.</p>	<ul style="list-style-type: none"> The body is made up of parts that have specific functions. Compare and contrast the different body systems. 	
<p>10.1.6B Identify and describe the structure and function of the major body systems.</p>	<ul style="list-style-type: none"> Describe the functions of each system and organ. 	

Unit: Nutrition		Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments	
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> • Major nutrients: water, protein, carbohydrates, fat, vitamins, minerals. • Determine how body mass index is important to one's health. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> • Understanding nutrition helps us make good food choices. • Read and explain the information found on a food label. 		
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> • Identify the six major nutrients and tell how they benefit you. • Calculate a body mass index. 		
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> • Distinguish between a portion and proper serving size. 		

Unit: Fitness/Wellness		Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments	
10.3.6D Analyze the role of individual responsibility for safety during physical activity.	<ul style="list-style-type: none"> • Know the components of a proper work-out. • Demonstrate proper stretching and warm-up and cool-down techniques. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	<ul style="list-style-type: none"> • Effect of sleep on the body. • Understanding being physically fit helps us to stay healthy. • Identify benefits of sleep. 		
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body system.	<ul style="list-style-type: none"> • Body systems effected by exercise. • Identify how exercise relieves stress. 		
10.4.6C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Describe how different body systems are impacted by exercise. • Determine personal target heart rate. 		
10.4.6D Describe factors that affect childhood physical activity preferences.	<ul style="list-style-type: none"> • One's self image can be positive or negative. • Making healthy decisions keeps one's self image positive. 		

Unit: Fitness/Wellness		Subject Area: Health	Grade: 4
PA Academic Standards	Performance Indicators	Assessments	
10.4.6D Describe factors that affect childhood physical activity preferences.	<ul style="list-style-type: none"> • Explain how positive self-image impacts your health. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.5.6A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<ul style="list-style-type: none"> • Components of an exercise plan. 		
10.5.6D Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	<ul style="list-style-type: none"> • Components of FITT principle: frequency, intensity, type and time. • Develop a fitness plan. 		
10.5.6D Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	<ul style="list-style-type: none"> • Identify the components of physical fitness. • Apply the FITT principle to your fitness plan. 		

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)