

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE: Health/Family Life

CURRICULUM AREA: Fourth Grade

CREDITS:

NEW COURSE: _____

REVISION OF EXISTING COURSE: __X__

COURSE PRE-REQUISITES: None

1. COURSE DESCRIPTION

The Morris School District 3-5 Comprehensive health curriculum promotes a healthy, active lifestyle by providing instruction that is aligned with the New Jersey State Department of Education core curriculum standards. The content will focus on human growth and development, personal health and safety, nutrition, diseases and health conditions, social and emotional health, communication, decision making, planning and goal setting, leadership, advocacy and service as well as character development. Instruction will be provided by the classroom teacher, Physical Education teacher, Science teacher and the nurse

2. COURSE PHILOSOPHY

The goal of the comprehensive health curriculum at the Morris School District is to enable students to take personal responsibility for their own active, healthy lifestyle by conscientiously establishing positive health and safety practices that will support and enhance life long wellness. Knowledge gained by students will contribute to a better quality of life for the individual and the community to which they belong.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS –2.1 A1,2,3)</i>
Unit 1 Personal Health Dimensions of Personal Wellness Hygiene <ul style="list-style-type: none"> • bathing • dental care 	Students will: <ul style="list-style-type: none"> • Identify good personal grooming habits bathing dental • Describe how personal health habits reduce transmission of disease Hand-washing • Care of clothing
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 1, students will:</p> <ul style="list-style-type: none"> • Describe proper technique for brushing and flossing the teeth. • Explain how personal hygiene helps to reduce transmission of disease 	

4. REQUIRED INSTRUCTIONAL RESOURCES

Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center"> • Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS –2.1,B 2,3;2.4 B1,2 C1,2)</i> </p>
<p>Unit 2 Growth and Development Life Cycle Physical Changes of each stage Puberty Pregnancy and Parenting Fertilization Health of birth mother</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe each human life stage and the changes that occur at each stage. • Discuss factors that contribute to healthy physical, social, emotional and intellectual growth uniqueness. • Describe physical, social, emotional changes occurring at puberty. • Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. • Discuss how health of birth mother impacts the development of the fetus.

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By the end of Unit 2, students will:

- Describe the progression of an individual through the life cycle.
- Explain how relationships change through out the life cycle.
- Identify changes that occur during puberty.

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Unit 3 Nutrition Review food groups and sources Eating patterns Benefits of healthy eating	Students will: <ul style="list-style-type: none"> • Classify foods by food groups • Interpret food product labels • Differentiate between healthy and unhealthy eating patterns • Discuss how healthy eating provides energy, helps to maintain weight, lowers risk of disease and keeps body systems working
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Unit 4 Diseases/Health Conditions Mental Illness Communicable and non-communicable diseases	Students will: <ul style="list-style-type: none"> • Define mental illness • Discuss myths and facts about mental illness • Differentiate between communicable and non-communicable diseases • Explain ways to prevent communicable diseases
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> By the end of Unit 4, students will: <ul style="list-style-type: none"> • Define mental illness. • Distinguish between myths and facts about mental illness. • Distinguish between communicable and non-communicable diseases. 	

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Unit 5 Safety <ul style="list-style-type: none"> First aid procedures <ul style="list-style-type: none"> • Choking • breathing • bleeding (minor) • minor • burns Fire Safety Personal Safety 	Students will: <ul style="list-style-type: none"> • Describe and demonstrate first aid procedures including assessment of choking and breathing, control of minor bleeding, care of minor wounds and burns. • Explain strategies for fire safety in various settings • List different forms of verbal, emotional, sexual and physical • Identify ways to get help when abuse is suspected
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Unit 6 Social/Emotional Health Conflict Resolution Peer and Media influence on communication and emotions Loss and rejection	Students will: <ul style="list-style-type: none"> • Distinguish between conflict, violence, vandalism, harassment and bullying and discuss factors that contribute to each. • Discuss how culture, peers and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices and behaviors. • Explain and demonstrate ways to cope with rejection, loss and separation.
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SCOPE AND SEQUENCE

<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p>Reference to (CCCS – 2.3,A1,2,3 B2,3,4,5 C1,2,3,4,5 2.2B3)</p>
<p>Unit 7 Medicines/Drugs</p> <p>Medicines Over-the-counter vs prescription medicines Uses of medications Safe use of medicines Labels</p> <p>Alcohol/Tobacco/Marijuana Legal-Illegal Drugs Long-/Short Term Effects Drug Use-Abuse Why some use Drugs</p> <p>Dependency/Addiction Communication skills Signs and Symptoms Resources for help</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish between over-the-counter and prescription medicines. • Identify commonly used medicines and discuss why they are used. • Discuss safety rules for taking medicines. • List some common side effects of medicines. • Explain why some drugs are illegal • Describe long and short term effects of alcohol • Distinguish between alcohol use and abuse • Describe how advertising, peers and adults influence individuals to use alcohol, tobacco and other drugs. • Define nicotine as the drug in tobacco • Describe the short and long term effects of tobacco use • Discuss the effects of second-hand smoke on the health of nonsmokers. • Identify physical and behavioral effects of marijuana use • Identify effects of inhalants on brain and lungs • Describe Communication skills of refusal, negotiation and assertiveness • Signs of addiction • Where to get help

INSTRUCTIONAL BENCHMARK

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By the end of Unit 7, students will:

- State reasons why people use/abuse drugs.
- Identify the short/long term effects of drugs.
- Identify the signs of addiction.
- State where someone can get help with the problem of addiction.
- Demonstrate refusal skills.
- List purposes of medicines and how they are to be used.
- Recite rules for the safe use of medicine.
- Evaluate drug labels to determine indication for use, dosage, method of administration, contraindications.

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Unit 8 Community Health	Reference to (CCCS – 2.3,A1,2,3 B2,3,4,5 C1,2,3,4,5 2.2B3) Students will: <ul style="list-style-type: none"> • Discuss how helping others impact personal and community wellness • Organize and participate in a school or community service activity.
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 8, students will:</p> <ul style="list-style-type: none"> • Design a school or community service activity. • Identifying how helping others impacts personal and community wellness. 	

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SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – 2.2 A1,2,5)</i>
Unit 9 Communication <div style="text-align: center; padding: 10px;">Health Resources</div> <div style="text-align: center; padding: 10px;">Planning and Goal Setting</div>	Students will: <ul style="list-style-type: none"> • Explain how to determine the validity and reliability of health resources. • Present health information orally and in writing • Explain how to identify health problems • Develop a personal health goal and track progress • Describe ways to support the achievement of health goals
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 9, students will:</p> <ul style="list-style-type: none"> • Determine validity and reliability of health resources. • Identify health problems. • List and set health goals and track progress. • Describe ways to support achieving health goals 	

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Unit 10 Character Development Character traits Ethical Values	<i>Reference to (CCCS – 2.2 D 1,2)</i> Students will: <ul style="list-style-type: none"> • Describe character traits and ethical value such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship. • Discuss how an individual’s character positively impacts individual and group goals and success.
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> By the end of Unit 10, students will: <ul style="list-style-type: none"> • Describe character traits and ethical values. • Explain how an individual’s character impacts individual and group goals and success. 	

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Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – 2.2 E 1,2,3,4)</i>
Unit 11 Leadership	Students will: <ul style="list-style-type: none"> • Describe and demonstrate characteristics of an effective leader. • Acknowledge contributions of group members and choose appropriate ways to motivate them. • Demonstrate respect of group members. • Develop and articulate group goals.
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 11, students will:</p> <ul style="list-style-type: none"> • List the qualities of an effective leader • List and develop group goals • Explain ways that leaders can motivate a group of individuals 	

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Unit 12 Community Service	Students will: <ul style="list-style-type: none"> • Organize and participate in a school or community service activity. • Discuss how helping others impacts personal and community wellness.
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 12, students will:</p> <ul style="list-style-type: none"> • Design school or community service activity. • Identify how helping others impacts personal and community wellness. 	

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5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

6. NEW JERSEY CORE CONTENT STANDARDS

To be inserted for reference

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____