Grade 4 Health Standards

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Chapter 8 Medicine, Drugs, and Your Health

		Standards			
Content	**Skills**	**Learning Targets**		**Assessment**	**Resources & Technology**
CEQ: **How do medications/drugs affect my health?** UEQs: ● How can you safely use medicines? ● How can common household products and medicines be harmful if misused? ● What are the dangers of illegal drugs? ● How do I say no to drugs? ● What are the warning signs of drug use and where can I go for help? **Medicines, Drugs, and**	**Medicine, Drugs, and Your Health** 1a. Recognize that medicines are drugs that help the body. 1b.Distinguish between prescription and over-the-counter medicines. 2a. Recognize that some common substances, such as caffeine and OTC medicines, can be addictive. 2b. Describe the harmful effects of caffeine and inhalants.	LT1 - I can understand how to safely use medicines. LT2 - I can identify the harmful effects of medicines. LT3 - I can explain the harmful effects of illegal drugs. LT4 - I can make a healthful decision by refusing drugs. LT5 - I can describe the warning signs of drug use and take action to get help.	4.1.1; 4.2.1 Students will compare the effects of positive and negative behavior and the media on alcohol, tobacco, and other drugs.	**Medicine, Drugs, and Your Health** **CSA= Medicine, Drugs, and Your Health Test** **CFA= Chapter 8 Worksheet**	**Medicine, Drugs, and Your Health** 1-5: Assessment Guide from Harcourt. CSA page 40-41 1-5. Harcourt chapter 8, pages 186-215. 1-5. Wright County Deputy Sheriff Presentation (Scheduled by Health Rep in Spring)

Your Health 1. Medicines affect the body. 2. Substances that can be harmful. 3. Marijuana and Cocaine. 4. Refusing Drugs. 5. How Drug Abusers can get help.	2c. Identify skills needed to refuse OTC medicines. 2d. Use refusal skills to say no to over-the counter medicines. 3a. Recognize the dangerous effects of marijuana and cocaine. 3b. Recognize that cocaine use can lead to immediate addiction. 4a. Explain why saying no to drugs is a healthful decision. 4b. Demonstrate how to say no to illegal drugs. 5a. Recognize the warning signs of drug use. 5b. Identify people and organizations that can help with drug recovery.				

Chapter 9: Harmful Effects of Tobacco and Alcohol

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
CEQ: What are the harmful effects of, and how can I make positive choices regarding tobacco and alcohol? UEQs: ● What are the harmful effects of tobacco? ● What are the harmful effects of alcohol? ● How do I say no to alcohol and tobacco? ● What can I do to get help regarding tobacco and alcohol? ● What is the media portrayal of tobacco and alcohol? **Harmful Effects of Tobacco and Alcohol**	**Harmful Effects of Tobacco and Alcohol** 1a. Describe tobacco products and the harm they cause to the body. 1b. Explain why some young people begin smoking and why stopping is difficult. 2a. Describe alcohol and the harm it causes to body systems and behavior. 2b. Identify some effects of problem drinking. 3a. Demonstrate strategies for refusing the use of alcohol and tobacco. 3b. Discuss ways to resist peer pressure to	**Harmful Effects of Tobacco and Alcohol** LT1 - I can identify the harmful effects of tobacco. LT2 - I can Identify the harmful effects of alcohol. LT3 - I can make a healthful decision by refusing tobacco and alcohol. LT4- I can describe the warning signs of alcohol and tobacco use and take action to get help. LT5- I can identify the purpose of tobacco and alcohol	4.1.1; 4.2.1 Students will compare the effects of positive and negative behavior and the media on alcohol, tobacco, and other drugs	**Harmful Effects of Tobacco and Alcohol** **CSA= Harmful Effects of Tobacco and Alcohol Chapter Test** **CFA= Chapter 9 Worksheet**	**Harmful Effects of Tobacco and Alcohol** 1-5: Assessment Guide from Harcourt. CSA page 43-44. 1-5. Harcourt chapter 9, pages 216- 245. 1-5. Wright County Deputy Sheriff Presentation (Scheduled by Health Rep in Spring)

1. How Tobacco Harms Body Systems 2. How Alcohol Harms Body Systems 3. Saying No to Tobacco and Alcohol 4. Tobacco and Alcohol Users can Get Help 5. Tobacco, Alcohol, and the Media	use alcohol and tobacco. 3c. Identify ways to say no. 3d. Practice ways to refuse alcohol and tobacco. 4a. List warning signs of alcohol and tobacco use. 4b. Name sources of help for alcohol or tobacco users. 5a. Understand the purpose of tobacco and alcohol advertisements. 5b. Identify how truthful or misleading an advertisement is.	advertising.			

Chapter 10 Your Needs and Feelings

Content	Skills	Learning Targets	Standards		Assessment	Resources & Technology
			Standards			
CEQ: How do your needs and feelings help you when dealing with peer pressure and working with others? UEQs: ● How does knowing who I am help to work well with others? ● What are the different needs in my life? ● How can I stay in control and express my feelings? ● How do I solve conflicts to maintain friendships? ● How do I work with others and respect their differences? ● How do I recognize and deal with peer pressure?	**Your Needs and Feelings** 1. Identify positive traits about yourself. 2. Identify the different types of needs, such as physical and social, in your life. 3. Express your feelings in ways that help you stay in control. 4. Use different conflict resolution strategies to solve conflict with your friends. 5. Recognize ways to work with others and respect their differences.	**Your Needs and Feelings** LT1 - I can identify positive traits about myself. LT2 - I can identify the different types of needs in my life. LT3 - I can express my feelings in a way that will keep me in control. LT4 - I can use different strategies to solve conflicts with my friends. LT5 - I can identify ways to work with others and respect their differences.	4.4.1;4.4.2; 4.5.1; 4.8.1; Students will demonstrate a decision making process to build healthy relationships, communicate needs, wants, and feelings, and influence others in making positive health choices, including how to deal with cyber bullying.	**Your Needs and Feelings** **CSA= Your Needs and Feelings Chapter Test** **CFA= Chapter 10 Worksheet**	**Your Needs and Feelings** 1-5: Assessment Guide from Harcourt. CSA page 46-47. 1-5. Harcourt chapter 10, pages 246-279.. 1-5. Wright County Deputy Sheriff Presentation (Scheduled by Health Rep in Spring)

Your Needs and Feelings 1. Learning about yourself. 2. We all have needs. 3. We all have Feelings. 4. The challenge of friendship. 5. Working with others. 6. Dealing with peer pressure.	6. Identify and respond appropriately to both negative and positive peer pressure.	LT6 - I can identify and respond appropriately to peer pressure.			

Cyberbullying Unit

			Standards		
Content	**Skills**	**Learning Targets**		**Assessment**	**Resources & Technology**
CEQ: How can I avoid cyberbullying and create solutions if cyberbullying does occur? UEQs: ● What are the positives and negatives of technology? ● How do we make good choices with technology? ● What is the definition of cyberbullying? ● What are some solutions to deal with cyberbullying? ● How can I help prevent cyberbullying? **Cyberbullying Unit** 1. Day 1- Defining cyberbullying, using	**Cyberbullying Unit** 1a. Identify what cyberbullying is. 1b. Discuss solutions to cyberbullying. 1c. Define negative and positives of technology. 1d. Create a journal personal experience of cyberbullying. 2a. Identify cyberbullying problems. 2b. Create solutions to cyberbullying. 3. Create cyberbullying storyboard scenario. 4. Present problem and solution storyboard about cyberbullying.	**Cyberbullying Unit** LT1 - I can be aware and show I care. LT2 - I can be nice and think twice. LT3 - I can pick a time and place to talk face to face.	4.4.1;4.4.2; 4.5.1; 4.8.1; Students will demonstrate a decision making process to build healthy relationships, communicate needs, wants, and feelings, and influence others in making positive health choices, including how to deal with cyberbullying.	**Cyberbullying Unit** **CSA= Final Storyboard** **CFA= Journal Entry**	**Cyberbullying Unit** Cyber Bullying Powerpoint Teacher Lesson Plans Storyboard and Pre Writing Documents All resources located in Grade 4 Health Shared Folder www.cellphonesmart.org http://www.goffstown.k12.nh.us/common/documents/K-5Curr.pdf

background knowledge and discussing solutions. 2. Day 2 - Practice Identifying problems and creating solutions. 3. Day 3 and 4 - Creating storyboards. 4. Day 5 - Presenting storyboards.					