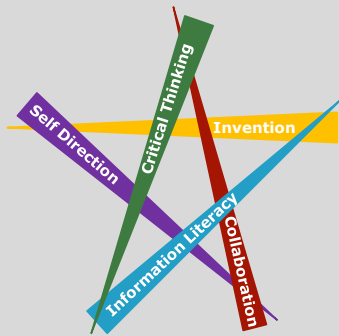


**Curriculum Development Course at a Glance
Planning For 4th Grade Comprehensive Health**

Healthy Content Area	Comprehensive Health	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Demonstrate the ability to set a goal to enhance personal nutrition status	CH09-GR.4-S.2-GLE.1	
	2. Examine the connection between food intake and physical health	CH09-GR.4-S.2-GLE.2	
	3. Explain that the dimensions of wellness are interrelated and impact personal health	CH09-GR.4-S.2-GLE.3	
3. Emotional and Social Wellness	1. Identify the positive behaviors that support relationships	CH09-GR.4-S.3-GLE.1	
	2. Comprehend concepts related to stress and stress management	CH09-GR.4-S.3-GLE.1	
4. Prevention and Risk Management	1. Identify positive and negative uses for medicines	CH09-GR.4-S.4-GLE.1	
	2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco	CH09-GR.4-S.4-GLE.2	
	3. Demonstrate skills necessary to prevent a conflict from escalating to violence	CH09-GR.4-S.4-GLE.3	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

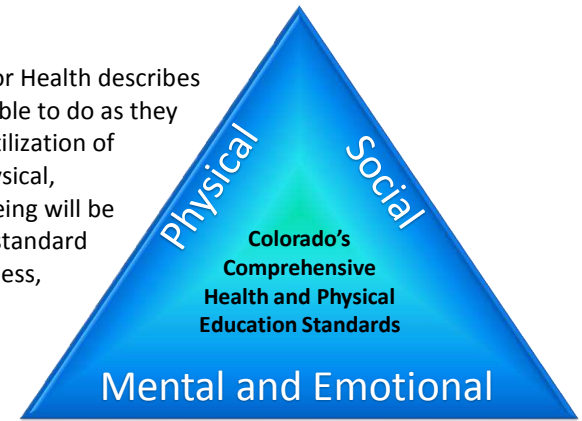
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Healthy Eating	Teacher's discretion	1
Safety	Teacher's discretion	2
Healthy Relationships	Teacher's discretion	3

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Unit Title	Healthy Relationships		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.4-S.3-GLE.1, CH09-GR.4-S.3-GLE.2 CH09-GR.4-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none">How do family and friends help you in tough times? (CH09-GR.4-S.3-GLE.1-EO.a,c,d;IQ.1)What would the world be like if there was no violence? (CH09-GR.4-S.4-GLE.3-EO.b,d;IQ.2)			
Unit Strands	Emotional and Social Wellness Prevention and Risk Management			
Concepts	Healthy Relationships, Support Systems, Culture, Traditions, Development, Values, Community, Physical and Emotional Reactions, Conflict, resolution, diversity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Families, friends, and communities can provide (diverse) positive support systems that foster healthy relationships. (CH09-GR.4-S.3-GLE.1-EO.a,c;IQ.1,2;RA.2;N.1)	What are some support systems found in schools and communities? (CH09-GR.4-S.3-GLE.1-EO.a,c;IQ.1,2;RA.2)	What are characteristics of a support system? Why are relationships with friends and family important?
Families and relationships reflect shared cultures, values and traditions. (CH09-GR.4-S.3-GLE.1-EO.a,c,d;IQ.3;RA.1;N.1)	What boundaries are important to maintain in healthy relationships with family and friends? (CH09-GR.4-S.3-GLE.1-EO.d)	How do boundaries with family differ from boundaries with friends? (CH09-GR.4-S.3-GLE.1-EO.d;RA.2) Why is it important to learn about other traditions and values?
Positive and negative (physical and emotional) reactions to stress impact the ability to resolve interpersonal conflicts. (CH09-GR.4-S.3-GLE.2-EO.b;IQ.2;RA.1;N.1) (CH09-GR.4-S.4-GLE.3-EO.a;IQ.1,3;N.1)	What are physical and emotional reactions that can be experienced when presented with a stressful situation? What are some personal stressors with family, friends and school?	What is considered an appropriate reaction to stressful situations? When can stress be positive? (CH09-GR.4-S.3-EO.c;IQ.2)
Interpersonal support systems can reinforce positive reactions and behaviors around stress and stress management. (CH09-GR.4-S.3-GLE.1-EO.d,e;IQ.1;RA.2)	What are positive ways to react to stressful situations? What are some stress management techniques that can be used?	How do support systems reinforce your own positive behaviors? Do your stress management techniques change based on the situation?

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Stressors in our environments (CH09-GR.4-S.3-GLE.2-EO.c) Appropriate stress management techniques (CH09-GR.4-S.3-GLE.2-EO.c;RA.1;N.1) Characteristics of healthy and unhealthy relationships (CH09-GR.4-S.3-GLE.1-EO.a;IQ.1) Influences of various cultures and traditions on personal and family development (CH09-GR.4-S.3-GLE.1-EO.c;IQ.3;RA.1;N.1) Various types of support systems for boundary skill development (CH09-GR.4-S.3-GLE.1-EO.d,e;IQ.3;RA.1,2;N.1) (CH09-GR.4-S.4-GLE.3-EO.f;N.1,2) Conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.1;N.1,2) 	<ul style="list-style-type: none"> Identify stressors in various environments (CH09-GR.4-S.3-GLE.2-EO.a) Identify physical and emotional reactions to stressful situations (CH09-GR.4-S.3-GLE.2-EO.b) Identify positive and negative ways of dealing with stress (CH09-GR.4-S.3-GLE.2-EO.c;RA.1;N.1) Discuss factors that support healthy relationships with friends and family (CH09-GR.4-S.3-GLE.1-EO.a;IQ.1) Describe the characteristics of a friend (CH09-GR.4-S.3-GLE.1-EO.b;IQ.2;N.1) Discuss how culture and tradition influence personal and family development (CH09-GR.4-S.3-GLE.1-EO.c;IQ.3;RA.1;N.1) Describe different kinds of families and family values (CH09-GR.4-S.3-GLE.1-EO.d,e;IQ.3;RA.1,2) Demonstrate simple conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.1;N.1,2) Explain how the body reacts to stress (CH09-GR.4-S.3-GLE.2-EO.b) Create the definition of a friend (CH09-GR.4-S.3-GLE.1-EO.b;IQ.2;N.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will have the ability to analyze the characteristics of a healthy relationship and the importance of boundaries which helps allows a person to develop positive stress management techniques.</i>
Academic Vocabulary:	Characteristics, Boundaries, Limits, Consequences, Values, Cultures, Traditions, Families, Friends, Diversity, Development, Conflict, Resolution, Community, Healthy Relationships
Technical Vocabulary:	Stress, Stressors, Pressures, Support Systems, Emotional Wellness, Values, Diversity

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Unit Title	Safety		Length of Unit	Teacher’s Discretion
Focusing Lens(es)	Decision-Making	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.4-S.4-GLE.1, CH09-GR.4-S.4-GLE.2, CH09-GR.4-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none">• Why is it important to know when to make the decision to say “no,” even when it’s not popular? (CH09-GR.4-S.4-GLE.3-EO.a,f)• What are some connections between violence and substance use? (CH09-GR.4-S.4-GLE.3-EO.b)• What if there was no violence in the world? (CH09-GR.4-S.4-GLE.3-EO.a,d)			
Unit Strands	Prevention and Risk Management			
Concepts	Conflict, Decision-making, Interpretation, Consequences, Influences, Violence, Peer Pressure, Refusal, Interpersonal Communications, Risk, Boundaries, Purpose			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Social influences and peer pressure can result in (positive or negative) decision making and behaviors. (CH09-GR.4-S.4-GLE.2-EO.a,c;IQ.3;N.2)	What are some negative risk behaviors caused by peer pressure?	What influencing factors are most significant in determining whether people choose risky behaviors?
The establishing of personal boundaries can increase positive decision-making and behaviors. (CH09-GR.4-S.4-GLE.3-EO.f)	How do you communicate your personal boundary?	Can personal boundaries be interpreted differently?
The choice to use medicine and vitamins improperly will negatively impact a person’s health and wellness. (CH09-GR.4-S.4-GLE.1-EO.b,c;IQ.1;N.1)	What can happen if you misread a medicine label? (CH09-GR.4-S.4-GLE.1-EO.a;IQ.1)	What are different ways that labels can be interpreted?
Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas (CH09-GR.4-S.4-GLE.3-EO.a,c;IQ.3;N.2)	What effective strategies can be used to resolve conflict? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;N.1)	Could a strategy in one situation resolve conflict but contribute to conflict in another? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;N.1) Why are many strategies needed to effectively resolve conflict? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;NH.1)
Negative peer pressure hinders the development of personal boundaries. (CH09-GR.4-S.4-GLE.2-EO.a;N.2)and (CH09-GR.4-S.4-GLE.3-EO.f)	What are examples of personal boundaries? (CH09-GR.4-S.4-GLE.3-EO.f)	Can personal boundaries change over time?

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Strong decision making and interpersonal communication skills stimulate understandings of potential positive and negative consequences/outcomes. (CH09-GR.4-S.4-GLE.2-EO.c; IQ.3;N.1)	What are examples of positive and negative consequences? (CH09-GR.4-S.4-GLE.2-EO.c;IQ.1;N.1)	How does discussing conflict with a peer versus discussing the conflict with an adult influence decision making? (CH09-GR.4-S.4-GLE.3-EO.b;N.1)
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Verbal and non-verbal strategies to refuse pressures (CH09-GR.4-S.4-GLE.2-EO.a;N.1) Strategies to ask for help (CH09-GR.4-S.4-GLE.2-EO.b) Factors that influence decisions (CH09-GR.4-S.4-GLE.2-EO.c;IQ.3) Effective conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ;NH-1) Situations and consequences of violence (CH09-GR.4-S.4-GLE.3-EO.b) Methods for making decisions to avoid conflicts (CH09-GR.4-S.4-GLE.3-EO.c) Personal space (CH09-GR.4-S.4-GLE.3-EO.f;N.1,2) Proper and improper use of prescribed and over the counter medicines and vitamins (CH09-GR.4-S.4-GLE.1-EO.a;IQ.2;N.1) Elements of medicine labels (CH09-GR.4-S.4-GLE.1-EO.b;IQ.1;N.1) Signs and symptoms of incorrect use of medicines (CH09-GR.4-S.4-GLE.1-EO.d;IQ.1) Potential dangerous of weapons (CH09-GR.4-S.4-GLE.3-EO.e) 	<ul style="list-style-type: none"> Analyze factors that would influence student personally (CH09-GR.4-S.4-GLE 2-EO.c;IQ.3;N.2) Show examples of verbal and non-verbal ways to refuse pressures and ask for help (CH09-GR.4-S.4-GLE.2-EO.a;NH.1) Demonstrate positive alternatives to using violence (CH09-GR.4-S.4-GLE.3-EO.d;IQ.3;NH.2) Demonstrate conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.3;NH.1) Demonstrate how to respect boundaries and personal space (CH09-GR.4-S.4-GLE.3-EO.f;N.1,2) Describe proper and improper uses and risks of using prescription and over the counter medicines (CH09-GR.4-S.4-GLE.1-EO.a,c;IQ.2,3;RA.2;N.1) Demonstrate ability to follow medicine labels (CH09-GR.4-S.4-GLE.3-EO.b;IQ.1;N.1) Describe steps to take when prescription and over the counter medicines are used incorrectly (CH09-GR.4-S.4-GLE.1-EO.d;IQ.1;RA.2;N.1) Explain dangers of weapons in various environments (S.4-GLE.3-EO.e)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Johnny will be able to analyze and understand situations and identify strategies and techniques regarding conflicts, pressures, medications and drugs.</i>
Academic Vocabulary:	Analyze, Strategies, Influence, Techniques, Situation, Consequence, Conflict, Decisions, Decision making, Elements, Factors, Violence, Refusal, Risk, Purpose
	Peer Pressure, Interpersonal Communication, Boundaries, Interpretation

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Unit Title	Healthy Eating		Length of Unit	Teacher’s Discretion
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.4-S.2-GLE.1, CH09-GR.4-S.2-GLE.2, CH09-GR.4-S.2-GLE.3	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none">How do food choices affect the brain? (CH09-GR.4-S.2-GLE.2-EO.a;IQ.4) (CH09-GR.4-S.2-GLE.3-EO.a,b)Why do we sometimes eat even when we’re not hungry? (CH09-GR.4-S.2-GLE.2-EO.b;IQ.2)			
Unit Strands	Physical and Personal Wellness			
Concepts	Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Food choices and eating habits may impact a person's quality of physical activity and overall health and wellness. (CH09-GR.4-S.2-GLE.2-EO.a) (CH09-GR.4-S.2-GLE.3-EO.a,b)	How can you increase physical activity during the school-day? (CH09-GR.4-S.2-GLE.2-EO.a;IQ.3)	Why do most people feel better after they eat? (CH09-GR.4-S.2-GLE.2-EO.a;IQ.1)
Goals for healthy eating must be guided by understanding (and choosing) foods with nutritional content, value and appropriate calories. (CH09-GR.4-S.2-GLE.1-EO.a;IQ.1)	If two foods have the same amount of calories, are they equally healthy? (CH09-GR.4-S.1-GLE.2-EO.a;IQ.2)	What foods do you eat everyday that have the highest amount of calories?
Body signals tell people when they are hungry or full. (CH09-GR.4-S.2-GLE.2-EO.b;RA.2)	What are examples of body signals?	Why do most people feel better after they eat? (CH09-GR.4-S.2-GLE.2-EO.b;IQ.1)
Appropriate portion sizes will allow a person to maintain a healthy weight and overall sense of wellness. (CH09-GR.4-S.2-GLE.1-EO.c)	How can you tell if a portion size is appropriate? (CH09-GR.4-S.2-GLE.1-EO.c;IQ.4)	Why are certain foods eaten in larger amounts even though those foods may not provide proper nutrients?

Curriculum Development Overview
Unit Planning for 4th Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Goal setting skills (CH09-GR.4-S.2-GLE.1-EO.a) • A variety of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b) • Appropriate portion sizes (CH09-GR.4-S.2-GLE.1-EO.c) • Body signals (CH09-GR.4-S.2-GLE.1-EO.c) (CH09-GR.4-S.2-GLE.2-EO.b) • Physical activity effects (CH09-GR.4-S.2-GLE.2-EO.a;IQ.3) 	<ul style="list-style-type: none"> • Set goals for healthy eating (CH09-GR.4-S.2-GLE.1-EO.a) • Explain the importance of healthy foods (CH09-GR.4-S.2-GLE.1-EO.b) • Identify appropriate sizes of food (CH09-GR.4-S.2-GLE.1-EO.c) • Recognize body signals for the need to eat (CH09-GR.4-S.2-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will be able to identify a variety of food choices and develop healthy eating habits that will positively improve my physical activity and overall health.</i>
Academic Vocabulary:	Choices, Goals, Habits, Variety, Responsibility, Signals, Health, Wellness, Value, Content
Technical Vocabulary:	Nutrients, Portion sizes