

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 1)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Protecting yourself from heart disease and cancer.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Explain what causes a heart attack. • Explain ways you can prevent a premature heart attack. • Describe ways to prevent skin, lung and colon cancer. 	
<p>Vocabulary:</p> <p>Heart attack: a sudden lack of oxygen to the heart.</p> <p>Heart disease: a disease of the heart or blood vessels.</p> <p>Blood pressure: the force of blood against artery walls.</p> <p>Cancer: the growth of body cells that have changed.</p> <p>Radon: a colorless, odorless gas that comes from rocks and soil.</p>	<p>Focus Question(s): What causes a heart attack? How can I prevent a heart attack? What can I do to prevent cancer?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is heart disease and cancer?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-3 (Book Work)
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- Show students examples of illness that are communicable.
 - 5 Minute Whole Group discussions, Ask the class (How does your body protect against germs?)
 - Preview vocabulary on page 218 (Totally Awesome Health Book)
 - Read as a class pages 218-223.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 218.
 - Students will then answer review questions 1-5 on page 217.
 - Correct student work.
- Day 4-5 (Research and Presentation)
- Materials- Poster Boards, Internet and Computer, color mediums, etc.....
 - Each group will be assigned a different communicable disease. (Heart Disease/Attack, Skin Cancer, Lung Cancer, and Colon Cancer.
 - Using the internet students will gather information for use in their presentations.
 - The groups will then create their information boards.
 - After completion students will present their boards to the class.

Formative Assessment:

Have students answer the following short answer questions.

1. What causes a heart attack?
2. What can happen to your arteries right now if you do not have healthful habits?
3. What are five habits that help prevent a heart attack?
4. What are habits that help prevent skin cancer?
5. What are habits that help prevent lung cancer?
6. What are habits that help prevent colon cancer?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep research about different cancers and how habits can attribute to the development of cancer.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook

- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 2)
<p>Standard(s): Standards:</p> <p>4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Chronic health conditions.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List causes of chronic diseases. • Explain how heredity can affect whether you will have certain diseases. • Discuss actions that help prevent an allergy attack. • List triggers that cause the airways to narrow. • Name ways to reduce triggers a person breathes. 	
<p>Vocabulary:</p> <p>Chronic disease: a disease that lasts a long time.</p> <p>Heredity: the traits that are passed from your birth parents.</p> <p>Allergy: the body’s overreaction to a substance.</p> <p>Asthma: a disease in which the small airways get narrow.</p> <p>Trigger: the substance that causes the reaction in people with allergies or asthma.</p>	<p>Focus Question(s): What are causes of chronic health diseases?</p> <p>How can heredity affect whether I get certain diseases?</p> <p>What are allergies? Asthma?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is a chronic disease?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion
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Procedures

- Day 1-3 (Book Work)
- Show students examples of chronic diseases.
 - 5 Minute Whole Group discussions, Ask the class (How does your body defend against a chronic disease?)
 - Preview vocabulary on page 224 (Totally Awesome Health Book)
 - Read as a class pages 224-229.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 224.
 - Students will then answer review questions 1-5 on page 229.
 - Correct student work.
- Day 4-5 (Research and Presentation)
- Materials- Poster Boards, Internet and Computer, color mediums, etc.....
 - Each group will be assigned a different chronic diseases. (Lyme disease, diabetes, cystic fibrosis, hemophilia, and sickle cell anemia.
 - Using the internet students will gather information for use in their presentations.
 - The groups will then create their information boards.
 - After completion students will present their boards to the class.

Formative Assessment:

Have students answer the following short answer questions.

1. What are causes of chronic health diseases?
2. How can heredity affect whether you have certain diseases?
3. What are actions that help prevent an allergy attack?
4. What are triggers that cause the airways to narrow?
5. What are ways to reduce triggers a person breathes?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep research about different chronic illness that maybe prevalent in their family and how people cope with it.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 3)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “How to plan to prevent disease.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List the four parts of a health behavior contract. • Explain habits that prevent the spread of germs. • Explain habits that prevent heart disease. • Explain habits that prevent cancer. 	
<p>Vocabulary:</p> <p>Health behavior contract: a written plan to help you practice a life skill.</p> <p>Life skill: a healthful action to learn and practice for life.</p> <p>Disease: an illness</p> <p>Heart disease: a disease of the heart or blood vessels.</p> <p>Cancer: the growth of body cells that have changed.</p>	<p>Focus Question(s): What are habits that prevent the spread of germs?</p> <p>What are habits that prevent the spread of germs?</p> <p>What are habits that prevent heart disease?</p> <p>What are habits that prevent cancer?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is a health behavior contract?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-5 (Book Work)

- Show students examples of chronic diseases.
 - 5 Minute Whole Group discussions, Ask the class (How does a health behavior contract help us?)
 - Preview vocabulary on page 230 (Totally Awesome Health Book)
 - Read as a class pages 230-235.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 230.
 - Students will then answer review questions 1-5 on page 235.
 - Correct student work.
- Have students copy the 4 health behavior contracts from pages 231-234.
- Go over each contract with the students and have them complete the contracts daily for a week.
- After a week have students answer “How my plan worked?” for each of the 4 contracts.
- The students will then write 1 page about how the contracts helped them stay healthy.
- **Day 5 Role-play**
 - Complete the scenario on page 235, about making responsible decisions.
 - Choose a couple students to act out the scene.
 - The students will then answer questions 1-6 and the final question “What is the responsible decision to make?”

Formative Assessment:

Have students answer the following short answer questions.

1. What are the four parts of a health behavior contract?
2. What habits prevent the spread of germs?
3. How can you keep pathogens from the environment from entering your body?
4. What habits prevent heart disease?
5. What habits prevent cancer?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can create different health behavior contracts to keep them healthy and making better health choices.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

• **Resources (Textbook and Supplemental):**

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 4)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Media Sense.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List kinds of media used to sell health products and services. • Explain how you can check out media messages. 	
<p>Vocabulary:</p> <p>Media: ways of sending messages to people.</p> <p>Advertisement: a paid announcement.</p> <p>Commercial: an ad on television or radio.</p>	<p>Focus Question(s): What are kinds of media used to sell health products and services?</p> <p>How can I check out media messages?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is media?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-2 (Book Work) • Show students examples of media promotion health products and services. <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (How does media help sell products?) ○ Preview vocabulary on page 240 (Totally Awesome Health Book) ○ Read as a class pages 240-243. ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 240. ○ Students will then answer review questions 1-5 on page 243.

- Correct student work.

- **Day 3-5 Media Group Project.**

- **Materials: Ipad or any recording device, Paper/Poster board, coloring supplies.**

- Students in groups will come up with a health product to sell to the public.
- Students will then market their product. (Information about the product, pricing, etc....)
- They will create advertisements and other media messages.
- Students will then rehearse and record their commercials selling their product on the ipad.
- The commercials will be shown once all groups are complete.

Formative Assessment:

Have students answer the following short answer questions.

1. What are five kinds of media?
2. Why might the same product be advertised on TV, on the radio, in a magazine, and no a billboard?
3. What messages do you send if you wear a T-shirt with a company on it?
4. What are two reasons you need to check out the messages you get from media?
5. What are five questions you can use to check out the messages in media?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can research the different types of media used to promote health products and services.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT
- Internet

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 5)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Wise Buy.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List wise ways to spend time. • List wise ways to spend money. • List wise entertainment choices. 	
<p>Vocabulary:</p> <p>Interest: money a bank pays you when you keep money in a bank account.</p> <p>Entertainment: something that interests you or amuses you.</p> <p>World Wide Web: a computer system that lets you find information, pictures, and text.</p>	<p>Focus Question(s): What are wise ways to spend time?</p> <p>What are wise ways to spend money?</p> <p>What are wise entertainment choices?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What does being wise mean?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-3 (Book Work) • <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (How does someone spend time and money wisely?) ○ Preview vocabulary on page 244 (Totally Awesome Health Book) ○ Read as a class pages 244-249. ○ Students will take notes as the teacher discusses/lectures.

- Have students copy the vocabulary and definitions on page 244.
- Students will then answer review questions 1-5 on page 249.
- Correct student work.

• **Day 4-5 Health Behavior Contract and Save Money Activity.**

• **Materials: Paper and Pencil**

- Students will use page 248 and copy the health behavior contract.
- For a week, the students will monitor their behavior using their calendar.
- Students will then create a plan to save money.
- Student will be given a paper. The students will then think of a healthful item that they would like to buy, example: sports equipment, a book, or a gift for someone.
- They will then follow the directions for the activity on page 249.
- Students will then share their goals and how they will achieve it.

Formative Assessment:

Have students answer the following short answer questions.

1. What are wise ways to spend time?
2. What are wise ways to spend money?
3. Why might you save money in a bank account?
4. What are some examples of harmful entertainment?
5. What are wise entertainment choices?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can create another plan to buy a healthful gift and apply what they learned into achieving their goal.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

• **Resources (Textbook and Supplemental):**

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT
- Internet

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 6)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Health Helpers.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Tell what health educators do. • Explain how to learn about health careers. • Describe places where health helpers work in the community. • Describe health services that are provided by a hospital. 	
<p>Vocabulary:</p> <p>Health educator- a person who teaches people how to develop healthful behaviors.</p> <p>Career- the work a person prepares for and does throughout life.</p> <p>Community- a place where a group of people lives.</p> <p>Hospital- a place where people go to get medical care and treatment.</p> <p>Patient- a person who receives health care.</p>	<p>Focus Question(s):</p> <p>What does a health educator do?</p> <p>Where do health helpers work in my community?</p> <p>What health services are provided by a hospital?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What are health helpers?” - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-3 (Book Work)
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- - 5 Minute Whole Group discussions, Ask the class (Who are health helpers in the community?)
 - Preview vocabulary on page 250 (Totally Awesome Health Book)
 - Read as a class pages 250-255.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 250.
 - Students will then answer review questions 1-5 on page 245.
 - Correct student work.
- **Day 4-5 Health Helpers Research**
- **Materials: Paper, Pencil, Computer or Tablet, internet access**
 - Using a computer or tablet, students will research different health helpers, (example: Doctor, nurse, health counselor, health teacher, physical therapist, etc.)
 - Students will then gather information about the health helper they chose.
 - They will find out: what they do, what schools/education they need, and how they contribute to society.
 - Students will then create their presentations to share with the class.

Formative Assessment:

Have students answer the following short answer questions.

1. What are two kinds of health educators?
2. What are six tasks health educators might do?
3. How can you learn about health careers?
4. Where do health helpers work in your community?
5. What health services are provided by a hospital?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can interview a health services worker and ask questions pertaining to their profession.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook

- Pencils
- Coloring mediums
- Xerox paper
- TpT
- Internet

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 6)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.1.5 Explain how to prevent illness by seeking care from medical personnel. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about "Pollution."</p>	<p>Lesson Objective(s): In this lesson, students will be able to "I Can"</p> <ul style="list-style-type: none"> • Explain reasons to stop pollution. • Explain ways air can be polluted. • Explain how water can be polluted. • Explain how noise pollution can affect your health. 	
<p>Vocabulary:</p> <p>Environment- everything that is around you.</p> <p>Pollution- substances in the environment that can harm health.</p> <p>Air pollution- air that has harmful particles and gases in it.</p> <p>Water pollution- water that has harmful substances in it.</p> <p>Sewage- waste material carried off by sewers.</p> <p>Noise pollution- loud noise that causes hearing loss and stress.</p>	<p>Focus Question(s):</p> <p>What are reasons to stop pollution?</p> <p>What are ways air can be polluted?</p> <p>What are ways water can be polluted?</p> <p>How can noise pollution affect my health?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. "What is pollution?" - Ask for some volunteers to share their answers with the class. <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p>

- **Day 1-3 (Book Work)**
- - 5 Minute Whole Group discussions, Ask the class (How does pollution affect us?)
 - Preview vocabulary on page 260 (Totally Awesome Health Book)
 - Read as a class pages 260-265.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 255.
 - Students will then answer review questions 1-5 on page 265.
 - Correct student work.
- **Day 4-5 School Clean-up**
- **Materials: Trash bags**
 - Pick a different area of the school and have student pick up trash and clean up other debris. If there are any sharp or dangerous items dispose of it for the students.
 - After completing the clean-up have students answer the following questions:
 - Do you like the way the school area looks after you have cleaned it up? Why or why not?
 - Whose responsibility is it to keep the school area clean? Why?

Formative Assessment:

Have students answer the following short answer questions.

1. What are reasons to stop pollution?
2. What are ways air can be polluted?
3. How can air pollution harm the body?
4. What are ways water can be polluted?
5. How can noise pollution affect your health?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can survey their neighborhood and assess the different kinds of pollutions they are exposed to.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook

- Pencils
- Coloring mediums
- Xerox paper
- TpT
- Internet