

SENECA VALLEY SCHOOL DISTRICT

CURRICULUM

Course Title: Health
Course Number:
Grade Level(s): Four
Periods Per Week:
Length of Period:
Length of Course:
Credits:
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COURSE DESCRIPTION:

Health at the fourth grade level will include the structure and function of the integumentary system, a nine week unit about food and nutrition Ongoing lessons will occur concerning safety issues and personal hygiene. Other health areas will be addressed by the guidance counselor and the school nurse.

The state has developed anchors (points of focus) in Health. The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3

The Objectives that address anchors have been bolded.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>I. Puberty</p> <p>A. Anatomical Changes</p> <ol style="list-style-type: none"> 1. Body Shape and Strength 2. Facial Features 3. Voice <p>B. Physical Changes</p> <ol style="list-style-type: none"> 1. Hormones and Hygiene <ol style="list-style-type: none"> a. Menstruation b. Body Hair Growth c. Oil and Sweat Glands <p>C. Emotional Needs</p> <p>D. Nutritional Needs</p>	<p>Explain biological facts of puberty so that accurate information will prevent common misconceptions about normal growth and development</p> <p>Describe growth and developmental changes that occur between infancy and early adolescence and identify factors that can influence these changes. 10.1.6A</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>II. Conflict Resolution</p> <p>A. Bullying/Teasing</p> <p>B. Identity Concerns/Body Image</p>	<p>Identify and apply the conflict mediation using the steps of the “Talk it Out” and “PEACE” processes</p> <p>Describe and apply the steps in a decision-making process to health and safety issues. 10.2.6D</p> <p>Describe strategies to avoid or manage conflict and violence. 10.3.6C</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>III. Drug and Alcohol Prevention</p> <p>A. Making Good Choices</p>	<p>Encourage good character and a drug free lifestyle</p> <p>Explain factors that influence childhood and adolescent drug use (decision making/refusal skills). 10.1.6D</p>			
<p>IV. Integumentary System</p> <p>A. Function</p> <ol style="list-style-type: none"> 1. Protects the Body 2. Receives Messages 3. Controls Body Temperature <p>B. Structure</p> <ol style="list-style-type: none"> 1. Skins Layers <ol style="list-style-type: none"> a. Epidermis b. Dermis 2. Glands in Skin <ol style="list-style-type: none"> a. Oil Glands b. Sweat Glands c. Pores <p>C. Skin Color</p> <p>D. Skincare and Protection</p> <p>E. Nails and Hair</p>	<p>Identify and describe the structure and function of the major body systems (Integumentary). 10.1.6B</p> <p>Identify types and causes of common health problems of children (Germs). 10.1.3E</p> <p>Explain the relationship between health-related information and consumer choices (sun exposure guidelines/ sunscreen selection). 10.2.6B</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>V. Digestive System</p> <p>A. Function</p> <ol style="list-style-type: none"> 1. Digests food 2. Eliminates waste <p>B. Structure</p> <ol style="list-style-type: none"> 1. Oral cavity, teeth, tongue, salivary glands 2. Esophagus 3. Liver 4. Stomach 5. Gall bladder 6. Pancreas 7. Large intestine 8. Small intestine 9. Appendix 10. Rectum 	<p>Identify and know the location and function of the major body organs and systems (digestive). 10.1.3B</p> <p>Explain the role of the food guide pyramid in helping people eat a healthy diet (food groups, number of servings, variety of food, nutrients). 10.1.3C</p> <p>Analyze nutritional concepts that impact health (caloric content of foods, relationship of food intake to energy output, nutrient requirements, label reading, and healthful food selection). 10.1.6C</p> <p>Explain the relationship between health-related information and consumer choices (dietary guidelines/food selection). 10.2.6A</p> <p>Identify and promote a balanced diet.</p> <p>Identify health problems that can occur throughout life and describe ways to prevent them. 10.1.6E</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>VI. Nutrition</p> <ul style="list-style-type: none"> A. Identify Food Groups B. Health Food Choices <ul style="list-style-type: none"> 1. Record Daily Intake 2. Categorize into Food Groups C. Meat and Bean Group <ul style="list-style-type: none"> 1. Analyze fast food choices 2. Compare fat content D. Milk Group <ul style="list-style-type: none"> 1. Compare calcium, fat and nutrient content <ul style="list-style-type: none"> a. Read food labels 2. Taste test of 4 types of milk 				
<p>VII. Caring For Yourself and Others</p>	<p>Establish healthy routines (e.g., hand-washing, tissue use, etc.)</p> <p>Follow effective practices against diseases transmitted through blood and body fluids.</p> <p>Explain relationships between personal health practices and individual well-being. 10.2.6A</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
VIII. Emergency Procedures	<p>Identify ways to survive natural disasters</p> <p>Identify the positive and negative aspects of environmental disasters</p> <p>Identify the impact of environmental disasters on human and plant life</p> <p>Analyze environmental factors that impact health. 10.2.6E</p> <p>Apply safety rules dealing with strangers (e.g. public activities, internet, etc.).</p> <p>Explain and apply safe practices in the home, school and community (emergencies, personal safety, communication). 10.3.6A</p> <p>Understand the immediate impact of safety choices (e.g. playground safety</p> <p>Describe and apply the steps of a decision-making process to health and safety issues (e.g., public activities, internet, etc.). 10.2.6D</p>			

CARING FOR YOURSELF AND OTHERS

(Fourth and Fifth Grade)

Blood and Body Fluids Lesson

Objective: The fourth and fifth grade student will follow effective precautions against diseases transmitted through blood and body fluids.

Lifeskill: I will follow the correct steps to protect myself and others from diseases spread through blood and body fluids.

Motivational Steps:

1. Explain that we need to protect ourselves and others from contact with body fluids.
 - Consider the body fluids of all persons as containing potentially infectious organisms (germs).
 - The term body fluid includes blood, drainage from cuts and scrapes, urine, vomit, respiratory secretions (e.g. nasal drainage) and saliva.
 - Organisms (germs) may be carried by individuals that look healthy.
2. Explain ways that students can avoid contact with body fluids by:
 - Avoiding direct skin contact with blood and body fluids by following basic first aid procedures for skin wounds and nosebleeds.
 - Dispose of all soiled tissues properly.
3. Discuss the procedure for unexpected skin contact with body fluid.
 - Immediately wash the contact area vigorously with soap and water for at least ten seconds.
 - Notify a custodian or adult of all body fluid spills so that cleaning with an appropriate disinfectant can be completed.

Evaluation: Summarize lesson content. Encourage student discussion of personal experiences when these precautions were used.

KNOW HOW YOU GROW
(Fourth Grade Girls' Program)

Objective: The fourth grade female student will state several physiological changes with puberty and describe personal hygiene needs during menstruation.

Lifeskill: I will take proper care of my body as it changes during puberty.

Motivational Steps:

1. Explain that the purpose of the program is to gain an understanding of menstruation.
2. Define puberty as the stage of life when the body undergoes changes that individual for adulthood.
3. Distribute pretest. Allow time for the students to complete test.
4. View videotape.
5. Explain anatomy of the female reproductive system using visual materials. Include location of uterus, ovaries, fallopian tubes, and vagina. Describe function of parts as they pertain to menstruation.
6. Review pretest. Encourage questions and facilitate discussion during review of the following content into discussion:

Most of the physical changes associated with puberty are produced by a hormone called estrogen. It is secreted by the ovaries after receiving a signal from the pituitary gland. Breast enlargement as well as an increase in growth rate signals the onset of puberty. Review three stages of adolescence. Age of onset of menstruation varies individually although the average age is 9 – 16.

Menstrual cramps, a mild lower abdominal discomfort, occur in some girls.

Normal exercise pattern is important to maintain during menstruation. The body produces certain chemicals during exercise that help to relieve menstrual cramps.

Moodiness is sometimes attributed to the menstrual cycle. It is important to have a positive outlook and practice self control at all times.

Hygiene is especially important during menstruation. Daily bathing or showering as well as good hand-washing techniques must continue at this time.

7. Discuss the use of various types of sanitary pads. Explain appropriate changing and disposal of pads.
8. Encourage communication with parents as questions and needs arise.
9. Discuss importance of showing respect and consideration of peers.
10. Distribute booklet "Growing Up and Liking It".

Evaluation: Have students participate in verbal review of lesson content.

KNOW HOW YOU GROW (Fourth Grade Boys' Program)

Objective: The fourth grade male student will state several anatomical and physiological changes associated with puberty and describe personal hygiene needs associated with these changes.

Lifeskill: I will take proper care of my body as it changes during puberty.

Motivational Steps:

1. Explain that the purpose of the program is to gain an understanding of the changes that occur as a boy grows into adulthood.
2. Define puberty as the stage of life when the body undergoes these changes.
3. View videotape.
4. Explain that most of the physical changes associated with puberty are produced by a hormone called testosterone. It is secreted by the testes after receiving a signal from the pituitary gland.
5. State that a substantial increase in height, termed the “growth spurt”, signifies the onset of puberty. Although the average age on onset is 10 – 15, it varies with each individual.
6. List the following additional changes, allowing time for questions and discussion. Use visual aids to enhance description of physical characteristics.

Body Shape and Strength: Shoulders broaden and muscles increase in size. Physical strength increases as a result. At birth the body is about 20% muscle and by the time a boy reaches adulthood, the body is almost 40% muscle.

Facial Features Change: The nose and jaw become more prominent.

Voice: The larynx (voice box) grows causing a deepening of the voice. Sometimes, during the growth period, the larynx muscles contract which may cause the voice to crack. This is normal and only temporary.

Body Hair Growth: Additional body hair growth will be noted on the face, underarms, legs, outer arms, chest, abdomen, pubic area, shoulders, and back.

Increased Activity of the Oil and Sweat Glands: Hair and face become more oily. Increase in perspiration from the sweat glands results in a stronger body odor.

7. Explain the following alteration in physical and emotional needs during puberty.

Nutrition: Increased rate of growth increases caloric demand. The need for additional healthy foods increases.

Exercise: Regular aerobic exercise patterns are necessary throughout a lifetime. Healthful exercise habits must be developed to ensure cardiovascular health as well as physical strength.

Hygiene: Shower daily, especially after strenuous activity, with an antibacterial soap. This is especially important to prevent acne and body odor. Shampoo regularly, possibly daily, since the hair will be more oily. Use deodorant as part of the daily routine.

Emotional Needs: Puberty can be an awkward and confusing time. This is a normal part of becoming an adult. Communicate concerns and needs to parents. Show respect and consideration toward peers.

Evaluation: Verbally review the lesson content, allowing students to contribute whenever possible.