



SOUTHWEST REGION SCHOOLS HEALTH/PHYSICAL EDUCATION CURRICULUM

Course ID: HPE004

Course: Total Wellness - Fourth Grade

Grade Level: 04

COURSE DESCRIPTION

Fourth Grade Total Wellness is a Health/Physical Education course that includes the following units: Personal Hygiene, Substance Use/Abuse, Safety, and Being a Healthy Person.

SOUTHWEST REGION SCHOOLS STUDENT OUTCOMES

- Outcome 1 Students demonstrate many forms of communication (e.g. reading, writing, & speaking in English, Yup'ik & other languages)
- Outcome 2 Students learn and understand their rights and responsibilities and work together as members of a democratic society.
- Outcome 4 Students use a variety of ways to think and to reason when solving problems, and making thoughtful decision.
- Outcome 5 Students understand, accept and appreciate their own language and culture and cultures of others.
- Outcome 6 Students demonstrate awareness of their strengths & skills and have self-confidence to take risks that will realize their potential as lifelong learners.
- Outcome 7 Students demonstrate adaptability in living and working in diverse cultural environments.
- Outcome 8 Students exhibit positive attitudes and self initiative.
- Outcome 10 Students demonstrate leisure, vocational and life skills.

STANDARDS AND OBJECTIVES

Alaska Geography Content Standard A: Key Element 1— Use maps and globes to locate places and regions.

OBJECTIVES

1. Use a compass to determine directions and locations.
2. Apply compass skills to complete a treasure hunt activity.

Alaska Healthy Life Content Standard A: Key Element 1— Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.

OBJECTIVES

3. Describe the relationship between germs and diseases.
4. Distinguish helpful and harmful microbes (germs).
5. Identify sources and/or carriers of disease within their own environment.
6. Explain the cause-effect relationships resulting from both adequate and inadequate rest.
7. Gather and learn information about different types of drugs.



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Alaska Healthy Life Content Standard A: Key Element 2— Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.

OBJECTIVES

8. Assess the benefits and hazards of using or abusing drugs.
9. Explain how various drugs affect the body(short & long term).
10. Create posters about the hazards of using various drugs.
11. Dramatize the dangers of drug abuse by role playing.
12. Explain the purposes of all bicycle safety equipment.
13. Use basic bike maintenance skills to keep their bikes safe.
14. Identify unsafe bicycles and/or unsafe bike parts.
15. Demonstrate proper bicycle hand signals and other rules, including safe bike riding procedures.
16. Compare/contrast rifles, handguns, and shotguns, including appropriate ammunition, and proper uses of each type of weapon.
17. Explain why all guns should be considered loaded and dangerous at all times.
18. Learn and practice all gun safety rules and procedures.
19. Evaluate the pros and cons of firearms laws.
20. Discuss the long-term effects of eating an unbalanced diet.
21. Study various foods in terms of their health benefits.
22. Explain the role of local/traditional foods in a healthy diet.
23. Complete requirements of a Basic First Aid course.

Alaska Healthy Life Content Standard A: Key Element 3— Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.

OBJECTIVES

24. Describe the relationship between germs and diseases.
25. Identify sources and/or carriers of disease within the environment.
26. Define stress and describe its major causes.
27. Define conflict and identify its major causes.
28. Assess a variety of healthy conflict resolution strategies.
29. Apply a systematic conflict resolution strategy, such as Talk It Out, to settle disputes in a non-violent manner.



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Alaska Healthy Life Content Standard A: Key Element 5— Use knowledge and skills to promote the well-being of the family.

OBJECTIVES

30. Demonstrate basic baby care skills.
31. Develop basic baby-sitting rules and activities.
32. Explain how family interactions, rules, and habits can affect the physical, emotional, intellectual, and social health of family members.
33. Identify traits of a healthy family.

Alaska Healthy Life Content Standard A: Key Element 6— Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.

OBJECTIVES

34. Learn the rules and develop the skills needed to participate in both competitive and non-competitive games and sports.
35. Participate in a variety of non-competitive games/activities.
36. Follow the rules of all games and sports and demonstrate cooperation and good sportsmanship.
37. Evaluate a variety of sports, in terms of their healthy attributes, and possible contributions to a healthy life.
38. Identify the job responsibilities of at least six different types of Wellness workers.

Alaska Healthy Life Content Standard B: Key Element 1— Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.

OBJECTIVES

39. Assess the benefits and hazards of using or abusing drugs.
40. Explain the cause-effect relationships resulting from both adequate and inadequate rest.
41. Identify unhealthy or dangerous situations and pressures.
42. Develop a variety of refusal skills in order to make safe and/or healthy choices.
43. Dramatize various refusal skills through role playing.

Alaska Healthy Life Content Standard B: Key Element 2— Demonstrate a variety of communication skills that contribute to well-being.

OBJECTIVES

44. Understand the concept of tolerance and consistently practice it in daily life.
45. Dramatize the dangers of drug abuse by role playing.



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- 46. Create posters about the hazards of using various drugs.
- 47. Give oral reports on drugs, their effects and dangers.

Alaska Healthy Life Content Standard B: Key Element 3— Assess the effects of culture, heritage, and traditions on personal well-being.

OBJECTIVES

- 48. Discuss the value of local/traditional foods in a healthy diet.
- 49. Emphasize the importance of Native dance, storytelling and cultural activities on a healthy life-style.

Alaska Healthy Life Content Standard B: Key Element 6— Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

OBJECTIVES

- 50. Identify family structures.
- 51. Describe ways in which members of healthy families show respect, meet responsibilities, and cooperate.
- 52. Identify rules, cooperation, respect, and sharing as important features of a healthy classroom.

Alaska Healthy Life Content Standard C: Key Element 1— Resolve conflicts responsibly.

OBJECTIVES

- 53. Identify ways that members of healthy families work together to resolve conflicts.
- 54. Assess a variety of healthy conflict resolution strategies.
- 55. Apply a systematic conflict resolution strategy, such as Talk It Out, to settle disputes in a non-violent manner.
- 56. Role play ways to manage the stress of peer pressure.

Alaska Healthy Life Content Standard C: Key Element 2— Communicate effectively within relationships.

OBJECTIVES

- 57. Identify characteristics of healthy friendships.
- 58. Describe suggestions for making and keeping friends.

Alaska Healthy Life Content Standard C: Key Element 3— Evaluate how similarities and differences among individuals contribute to relationships.

OBJECTIVES

- 59. Explain discrimination and identify its major causes.
- 60. Understand the concept of tolerance and consistently practice it in daily life.



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Alaska Healthy Life Content Standard C: Key Element 5— Understand how attitude and behavior affect the well-being of self and others.

OBJECTIVES

61. Identify unhealthy or dangerous situations and pressures.
62. Develop a list of healthy hobbies to examine and try.
63. Follow the rules of all games and sports and demonstrate cooperation and good sportsmanship.
64. Evaluate a variety of sports, in terms of their healthy attributes, and possible contributions to a healthy life.
65. Explain the importance of high self-esteem.
66. Describe ways to improve self-esteem.
67. Determine appreciative and considerate behavior.

Alaska Healthy Life Content Standard D: Key Element 1— Make responsible decisions as a member of a family or community.

OBJECTIVES

68. Identify family structures.
69. Identify ways that families grow and change.
70. Describe ways that members of healthy families show respect, meet responsibilities, and cooperate.
71. Identify ways that members of healthy families work together to solve conflicts.

Alaska Healthy Life Content Standard D: Key Element 2— Take responsible actions to create safe and healthy environments.

OBJECTIVES

72. Identify ways that workers, guidelines, and laws help keep a community healthy.
73. Identify ways that individuals in a community can reduce, reuse, and recycle materials.
74. Describe methods by which communities treat or dispose of waste.
75. Make decisions by identifying ways to reduce, reuse, and recycle materials.
76. Identify sources of pollution of the air, water, and land.
77. Name ways to protect Earth's natural resources.
78. Explain how pollution can harm the environment and human health.



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Alaska Healthy Life Content Standard D: Key Element 5— Describe how volunteer service at all ages can enhance community well-being.

OBJECTIVES

- 79. Define the meaning, purpose, and benefits of volunteerism.
- 80. Identify ways that volunteers could help the community.

Alaska Healthy Life Content Standard D: Key Element 6— Use various methods of communication to promote community well-being.

OBJECTIVES

- 81. Brainstorm different means of communication to promote community well-being.
- 82. Create posters, newsletters, and presentations to promote community well-being.

Alaska Employability Content Standard A: Key Element 2— Understand how to apply skills and academic knowledge in a variety of work settings.

OBJECTIVES

- 83. Identify the job responsibilities of at least six different types of Wellness workers.

SUGGESTED INSTRUCTIONAL UNITS/THEMES

Unit/Theme 01 - Hygiene

Wellness Workers (Job Responsibilities); Pathogens; Importance of Rest.

Unit/Theme 02 - Substance Use/Abuse

Drug Benefits: Medicine/Drug Hazards: Inhalants, Tobacco, Alcohol

Unit/Theme 03 - Safety

Bicycle/Helmet Safety; Orienteering; Basic First-Aid; Basic Life-Saving; Basic Firearms Safety.

Unit/Theme 04 - Being A Healthy Person

Conflict Resolution/Stress Management; Refusal Skills; Preparing for a Baby in the Family; Developing Hobbies; Cooperation in Sports and Games; Benefits of Lifetime Sports; Practicing Tolerance; Cooking and Eating for Good Health; Responsibilities of Healthy Family/Community Members.



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SUGGESTED ACTIVITIES

See District approved Health text series: McGraw-Hill Health, Grade 4

See District approved P.E. teacher resource: Dynamic Physical Education for Elementary School Children

CCSSO-SCASS Health Education Project (Elementary School Modules/Assessment Projects) - SWRSD Media Center

RESOURCES

Main SWRS Resources

McGraw-Hill Health, Grade 4 - Text

McGraw-Hill Health, Grade 4 - Teacher Blackline masters, Health Pad Activities, Posters.

Dynamic Physical Education for Elementary School Children, 2001, 13th ed., Pierson Education, ISBN # 020528597X

Dynamic Physical Education for Elementary School Children (Lesson Plans), ISBN # 0205326315

Southwest Region School District Media Center

Bristol Bay Area Health Corporation - Educational Materials/Resource Guide (1-800-478-5201)

Dole Nutrition Program (1-877-591-1710); web site = www.dole5aday.com or email = dole.nutrition@bnt.com

Current Health magazine (1-800-446-3355)

Health Links - AK Dept. of Ed. & Early Development (Beth Shober (1-907-465-2887) / Terri Campbell (1-907-465-8719)

Weekly Reader - Get Smart About Drugs (1-800-446-3355) or www.weeklyreader.com

SPARK Physical Education Program (1-800-SPA-RKPE); <http://www.foundation.sdsu.edu/projects/spark/index.html>

Center for Disease Control; www.cdc.gov

Where's Mitten? The Wright Group (Loss & Death)