

HOLLAND TOWNSHIP SCHOOL DISTRICT

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4th Grade Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education
- Growth and Development*

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

*Growth and Development information and the manner in which it will be addressed will be shared out in late winter. Please disregard Lessons 25-27 in the Health Smart Curriculum.

Lesson Objectives with HECAT & NHES Correlations

Grade 4 (continued)

Lesson 5: Self-Control for Troublesome Feelings

1. Describe self-control and how it can benefit mental and emotional health. (MEH1.5.16)
2. Identify nonviolent ways to manage anger and other troublesome feelings. (V1.5.3)
3. Demonstrate self-control techniques. (MEH7.5.1, V7.5.2)

NHES Performance Indicators: 1.5.1; 7.5.3

Lesson 6: Getting Help for Troublesome Feelings

1. Describe appropriate ways to express and deal with emotions. (MEH1.5.5)
2. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.5.18)
3. Identify parents and other trusted adults to talk with about feelings. (MEH1.5.17)
4. Demonstrate how to effectively ask for help with troublesome feelings to improve mental and emotional health. (MEH4.5.5)

NHES Performance Indicators: 1.5.1; 3.5.2; 4.5.4

Lesson 7: Habits for Good Health

1. Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. (PHW1.5.1)
2. Explain why sleep and rest are important for proper growth and good health. (PHW1.5.2)
3. Describe ways to prevent harmful effects of the sun. (PHW1.5.7)
4. Describe ways to prevent the spread of germs that cause infectious diseases. (PHW1.5.10)

NHES Performance Indicators: 1.5.1

Lesson 8: Protecting My Eyes and Ears

1. Explain how hearing can be damaged by loud sounds. (PHW1.5.3)
2. Describe how vision can be damaged. (PHW1.5.4)
3. Describe ways to prevent vision or hearing damage. (PHW1.5.5)

NHES Performance Indicators: 1.5.1, 1.5.4

Lesson 9: My Healthy Habit Goal

1. Set a realistic goal to improve a personal health and wellness-related practice. (PHW6.5.1)
2. Track progress toward achieving a personal health and wellness-related goal. (PHW6.5.2)
3. Identify resources that can help achieve a personal health and wellness-related goal. (PHW6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 10: Understanding Risk Taking

1. Identify reasons people take risks.
2. Explain the difference between good risks and bad risks.
3. List examples of dangerous or risky behaviors that might lead to injuries. (S1.5.2)

NHES Performance Indicators: 1.5.1, 1.5.4

Lesson 11: Staying Safe at Home, at School and in the Community

1. List ways to prevent injuries at home. (S1.5.14)
2. List ways to prevent injuries at school. (S1.5.18)
3. List ways to prevent injuries in the community. (S1.5.17)
4. Explain why household products are harmful if ingested or inhaled. (S1.5.16)
5. Identify safety precautions for playing outdoors in different kinds of weather and climates. (S1.5.12, PA1.5.9)
6. Identify equipment needed for protection in sports and recreational activities. (PA1.5.10)

NHES Performance Indicators: 1.5.3, 1.5.4; 2.5.4

Lesson 12: Assessing My Risks

1. Assess their personal safety practices.
2. Explain how injuries can be prevented. (S1.5.1)
3. Identify ways to reduce risk of injuries in traffic, including staying safe as a pedestrian or passenger and when riding a bicycle, scooter or skateboard. (S1.5.3, S1.5.4, S1.5.11)
4. Identify ways to reduce risk of injuries during sports and recreational activity, including water safety, use of safety equipment and precautions based on climate or weather. (S1.5.7, S1.5.12, PA1.5.9, PA1.5.10)
5. Identify ways to reduce risk of injuries at home, including taking precautions against falls, fires, animal bites and poisoning. (S1.5.3, S1.5.4, S1.5.6, S1.5.8, S1.5.16)

NHES Performance Indicators: 1.5.1, 1.5.4; 7.5.1

Lesson 13: You Can Resist Peer Pressure and Dares

1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury by refusing dares. (S4.5.1)
2. Demonstrate effective peer resistance skills to avoid or reduce injury by refusing dares. (S4.5.2)

NHES Performance Indicators: 1.5.1; 2.5.3; 4.5.2; 7.5.3

Lesson 14: Responding to Conflict

1. Describe the benefits of using nonviolent means to solve interpersonal conflict. (V1.5.19)
2. Describe examples of pro-social behaviors that help prevent conflict. (V1.5.10)
3. Determine if conflicts are simple or serious.
4. Decide when a conflict needs adult attention.
5. Propose safe, peaceful and fair ways to deal with conflict. (V7.2.1)

NHES Performance Indicators: 1.5.1, 1.5.4; 4.5.3; 5.5.1, 5.5.2

Lesson 15: Conflict Resolution Skills

1. Demonstrate healthy ways to manage or resolve conflict. (V4.5.4)
2. Demonstrate how to effectively ask for adult help with serious conflicts. (V4.5.5)

NHES Performance Indicators: 1.5.4; 4.5.3, 4.5.4; 7.5.3

Lesson 16: Eating Healthy: The Big Picture View

1. Name the food groups and variety of nutritious food choices for each food group. (FN1.5.2)

NHES Performance Indicators: 1.5.1

Lesson Objectives with HECAT & NHES Correlations

Grade 4 (continued)

Lesson 17: Foods Help Your Body in Different Ways

1. Identify the amount of food from each food group that a child needs daily.
2. Identify the jobs different foods do for the body.
3. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)
4. Explain the importance of eating a variety of foods from all the food groups. (HE1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 18: Being Active Every Day

1. Describe the recommended amount of physical activity for children. (PA1.5.1)
2. Identify different types of physical activities. (PA1.5.3)
3. Describe the importance of choosing a variety of ways to be physically active. (PA1.5.4)
4. Explain positive outcomes from being physically active. (PA1.5.5)

NHES Performance Indicators: 1.5.1

Lesson 19: My Daily Food and Activity Goal

1. Set a realistic personal goal related to improving healthy eating or physical activity behaviors. (FN6.5.1, PA6.5.1)
2. Track progress toward achieving a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.2, PA6.5.2)
3. Identify resources that can help achieve a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.3, PA6.5.3)

NHES Performance Indicators: 1.5.1; 6.5.1, 6.5.2; 7.5.2

Lesson 20: Reasons to Stay Tobacco and Alcohol Free

1. Identify short- and long-term effects of tobacco and alcohol use. (AOD1.5.10, T1.5.1)
2. Explain the dangers of experimenting with tobacco and alcohol. (T1.5.3)
3. Describe the benefits of not using tobacco and alcohol. (T1.5.2)
4. Explain that tobacco use is an addiction (T1.5.9)
5. Access sources of accurate health information about tobacco and alcohol (T3.5.2)
6. Support peers in choosing to be tobacco and alcohol free.

NHES Performance Indicators: 1.5.1; 3.5.1, 3.5.2; 8.5.1, 8.5.2

Lesson 21: What Influences Tobacco and Alcohol Use?

1. Describe how relevant influences of family affect practices and behaviors related to alcohol and tobacco use. (AOD2.5.4, T2.5.4)
2. Describe how relevant influences of media (e.g., advertising) affect practices and behaviors related to alcohol and tobacco use. (AOD2.5.6, T2.5.6)
3. Describe how relevant influences of peers affect practices and behaviors related to alcohol use. (AOD2.5.7, T2.5.7)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3, 2.5.5

Lesson 22: Saying NO Takes Practice

1. Explain reasons for being tobacco and alcohol free.
2. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and tobacco use. (AOD4.5.2, T4.5.3)

NHES Performance Indicators: 4.5.2

Lesson 23: Practicing How to Say NO

1. Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and tobacco use. (AOD4.5.2, T4.5.3)

NHES Performance Indicators: 4.5.2; 7.5.3

Lesson 24: Take It from Me—Be Drug Free!

1. Give factual information about the benefits of being tobacco and alcohol free. (AOD8.5.1, T1.5.2, T8.5.1)
2. State personal beliefs about the dangers related to tobacco and alcohol use. (AOD8.5.2, T8.5.2)
3. Demonstrate how to persuade others to be tobacco and alcohol free (AOD8.5.3, T8.5.3)

NHES Performance Indicators: 8.5.1, 8.5.2

Lesson 25: Thinking About Growing and Changing

1. Describe the physical, social, and emotional changes that occur during puberty. (SH1.5.1)

NHES Performance Indicators: 1.5.1; 8.5.1

Lesson 26: Dealing with Growing Up

1. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)
2. Demonstrate how to effectively communicate support for peers who are progressing through puberty. (SH4.5.6)

NHES Performance Indicators: 1.5.1; 8.5.1, 8.5.2

Lesson 27: Getting Help with Growing Up and Changing

1. Identify trusted adults to talk to about the changes that occur during puberty.
2. Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty. (SH4.5.5)

NHES Performance Indicators: 3.5.2; 4.5.4

Lesson 28: Decisions for a Healthy Future

1. Identify situations that might require a thoughtful decision. (NHES 5.5.1)
2. Analyze when assistance is needed in making a decision. (NHES 5.5.2)
3. List healthy options to issues or problems. (NHES 5.5.3)
4. Predict the potential outcomes of each option when making a decision. (NHES 5.5.4)
5. Choose a healthy option when making a decision. (NHES 5.5.5)

NHES Performance Indicators: 1.5.1; 5.5.1, 5.5.21, 5.5.3, 5.5.4, 5.5.5