

Grade 3&4 Curriculum Map  
Integration Plan for Health  
Steve Lehman  
St. Paul's Lutheran School  
Written: July 2020

**Grade 3&4 Curriculum  
Integration Plan for Health  
Submitted by Steve Lehman  
July 2019**

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Content Type	Objectives	Standards	Assessment	Area of Curriculum and Specific Unit for Integration
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>o Health</li> <li>o Wellness</li> </ul> </li> <li>• define wellness practices that enhance physical health</li> <li>• relate exercise to the maintenance of good health</li> <li>• determine personal responsibility in decision making about health issues</li> <li>• brainstorm sources of help to solve health issues               <ul style="list-style-type: none"> <li>o Safety</li> </ul> </li> <li>•               <ul style="list-style-type: none"> <li>o Relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.</li> <li>• 2:2:A2 Give examples of messages from external factors that can influence health behaviors.</li> <li>• 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. B. Explore possible impacts of influences.</li> <li>• 2:2:B1 Describe how internal and external factors interact to influence health behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will create an exercise chart for the month.</li> <li>• The students will document their exercise for an entire month starting time and what they did</li> <li>• The students will share what they did and how it can be used to stay active and fit</li> </ul>	<p>Class or Curricular Area: Science</p> <p>Unit: Healthy Living</p> <p>Lesson: Staying Active</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>o Health</li> <li>o Wellness</li> </ul> </li> <li>• relate body parts to roles they play in the maintenance of good health</li> <li>• use technology to investigate ways to protect the body from disease and illness</li> <li>• collaborate to create a plan for the protection of the human body from disease and illness</li> <li>• illustrate methods to protect the human body from disease and illness</li> <li>• discuss the purpose and administration of medicines               <ul style="list-style-type: none"> <li>o Safety</li> <li>o Relationships</li> </ul> </li> <li>• Physical Education Parachutes</li> <li>Parachute Switcheroo</li> </ul>	<ul style="list-style-type: none"> <li>• A. Describe basic concepts related to health promotion and disease prevention.</li> <li>• 1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will examine different illnesses</li> <li>• The student will research the best way help that illness go away</li> <li>• The students will debate which is the best way</li> </ul>	<p>Class or Curricular Area: Science</p> <p>Unit: Immune System</p> <p>Lesson: Proper Usage of Medicine</p>

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<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>o Health</li> <li>o Wellness</li> </ul> </li> <li>• describe health and fitness careers in the school and community (e.g., nurses, doctors, dentists, social workers)               <ul style="list-style-type: none"> <li>o Safety</li> </ul> </li> <li>• determine how healthy eating aids in the development of the body and lowers the risk of disease</li> <li>• differentiate between healthy and unhealthy eating habits               <ul style="list-style-type: none"> <li>o Relationships</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A. Identify influences.</li> <li>• 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.</li> <li>• 2:2:A2 Give examples of messages from external factors that can influence health behaviors.</li> <li>• 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.</li> <li>• B. Explore possible impacts of influences.</li> <li>• 2:2:B1 Describe how internal and external factors interact to influence health behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will develop a list of 3 to 4 possible career paths they would like to do</li> <li>• The student will research the qualifications needed for each job</li> <li>• The student will evaluate which career path seems most doable to them.</li> </ul>	<p>Class or Curricular Area: Social Studies</p> <p>Unit: Careers in the Community</p> <p>Lesson: What do I want to be</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>o Health</li> <li>o Wellness</li> <li>o Safety</li> </ul> </li> <li>• identify societal and cultural influences that affect food choices</li> <li>• investigate nutritional content, caloric content, and cost of favorite foods</li> <li>• assess the roles of families and society in the promotion of healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• 1:2:A2 Describe the relationships among the environment, healthy behaviors, and personal health.</li> <li>• 1:2:A3 Explain ways to prevent the spread of communicable diseases. B. Apply health knowledge to health-related situations.</li> <li>• 1:2:B1 Describe when it is important to seek health care.</li> <li>• 1:2:B2 Describe personal and environmental barriers to practicing healthy behaviors.</li> <li>• 1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</li> </ul>	<ul style="list-style-type: none"> <li>• The students will make a week long meal plan, making sure they have foods from each food group, and within a predetermined calorie count</li> </ul>	<p>Class or Curricular Area: Science</p> <p>Unit: Nutrition</p> <p>Lesson: Healthy Eating</p>

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	<ul style="list-style-type: none"><li>• create a healthy meal plan, including information about nutritional value, caloric content, and cost<ul style="list-style-type: none"><li>o Relationships</li></ul></li><li>•</li></ul>			
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<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Wellness</li> <li>○ Safety</li> </ul> </li> <li>• determine the causes of known diseases and accidents</li> <li>• identify precautions (e.g., sanitation, proper handling of food, proper medical attention) that can prevent diseases               <ul style="list-style-type: none"> <li>○ Relationships</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A.Describe basic concepts related to health promotion and disease prevention.</li> <li>• 1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will develop and create stay healthy posters</li> </ul>	Class or Curricular Area:  Literature  Unit: <u>Holes</u>  Lesson: Stanley and Zero drinking 100 year old sploosh
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Wellness</li> <li>○ Safety</li> </ul> </li> <li>• investigate childhood diseases in the United States and in other nations</li> <li>• summarize the use of medicines to prevent and treat childhood illnesses</li> <li>• recall procedures that ensure pedestrian, bicycle, and traffic safety</li> <li>• create a safety plan to reduce the risk of injuries at home, in school, and in the community               <ul style="list-style-type: none"> <li>○ Relationships</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A.Describe basic concepts related to health promotion and disease prevention.</li> <li>• 1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will create and color safety posters about a topic of their choosing</li> </ul>	Class or Curricular Area:  Science  Unit:  Lesson: How to stay safe

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<ul style="list-style-type: none"> <li>17</li> </ul>	<ul style="list-style-type: none"> <li>SWBAT               <ul style="list-style-type: none"> <li>Health</li> <li>Wellness</li> <li>Safety</li> </ul> </li> <li>determine the impact of unsafe behaviors in specific situations (e.g., traveling in various forms of transportation, walking to school, during class)</li> <li>demonstrate strategies to prevent involvement in harmful situations (e.g., bullying, fights, gang related activities)               <ul style="list-style-type: none"> <li>Relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Describe basic concepts related to health promotion and disease prevention.</li> <li>1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>The students will read and discuss the section on <u>Holes</u> where Zero has finally had enough of the name calling and bullying</li> <li>Students will prepare 1-2 different ways that Zero could have handled the situation differently</li> <li>Students will prepare 1-2 different ways that the other inmates could have acted differently</li> </ul>	Class or Curricular Area: Literature  Unit: Holes  Lesson: Zero Being Bullied and Called Names by the Other Inmates
<ul style="list-style-type: none"> <li>20</li> </ul>	<ul style="list-style-type: none"> <li>SWBAT               <ul style="list-style-type: none"> <li>Health</li> <li>Wellness</li> <li>Safety</li> <li>Relationships</li> </ul> </li> <li>determine how relationships among family members, friends, and classmates can affect physical health</li> <li>compare and contrast the ways that people fulfill their basic needs</li> </ul>	<ul style="list-style-type: none"> <li>A. Identify influences.</li> <li>2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.</li> <li>2:2:A2 Give examples of messages from external factors that can influence health behaviors.</li> <li>2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.</li> <li>B. Explore possible impacts of influences.</li> <li>2:2:B1 Describe how internal and external factors interact to influence health behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>The student(s) will interview an adult about how they fulfilled their basic needs based on where they grew up and relationships</li> <li>Students will then compare the answers with their answers of the same questions</li> </ul>	Class or Curricular Area: Science  Unit: Nutrition  Lesson: How Healthy Eating Affects our Lives

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<ul style="list-style-type: none"> <li>• 24</li> </ul>	<ul style="list-style-type: none"> <li>• SWBAT               <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Wellness</li> <li>○ Safety</li> <li>○ Relationships</li> </ul> </li> <li>• explain mental health</li> <li>• illustrate factors that affect mental health (e.g., stress, family issues, bullying, harassment)</li> <li>• summarize how the state of mental health may affect physical health</li> <li>• role play situations in which the resolution of conflict that may be harmful to mental and physical health with others may be accomplished</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 1:2:B2 Describe personal and environmental barriers to practicing healthy behaviors.</li> <li>• 1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</li> </ul>	<ul style="list-style-type: none"> <li>• The student(s) will engage in a vivid discussion documenting why we she not cyberbully and how it affects a person's mental health and body image</li> </ul>	<p>Class or Curricular Area: Technology</p> <p>Unit: Saying no to Cyberbullying</p> <p>Lesson: The relationship between you and online chat</p>