

Fourth Grade Pacing Guide

Suggestion: Before starting class review ground rules and complete the introduction worksheet

TOPIC: Emotions, Self-esteem and Responsibility	
SOL:	
4.1 The student will identify basic human emotions and effective ways of dealing with them.	
4.2 The student will develop awareness and acceptance of his or her strengths and weaknesses.	
4.3 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.	
Performance Objectives:	Materials:
Students will be able to:	
Understand how to deal with strong emotions, both positive and negative and manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices.	Emotions and writing 4.1 Coping with fear 4.2
Discuss personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.	Think positive 4.3 Emotional well-being and goal planning 4.4
Understand that it is important to share tasks within the family and help, support, and communicate with family members.	Family 4.5

TOPIC: Drugs

SOL:

4.4 The student will identify factors contributing to the use of drugs.

4.5 The student will recognize the dangers of substance use and abuse.

4.6 The student will describe the factors surrounding child abuse and child neglect.

Performance Objectives:

Students will be able to:

Discuss the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain.

Recognize ways of dealing with one's needs and feelings without the use of drugs or other substances.

Discuss the misuse of tobacco, alcohol, and other drugs and the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

Discuss child abuse and child neglect (including sexual abuse and electronic harassment), as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

Materials:

Drugs 4.6

Drugs 4.6

How substance effect 4.7

Abuse 4.8

Abuse overhead 4.9

Concept mapping 4.10

<p>TOPIC: Reproduction</p> <p>SOL:</p> <p>4.7 The student will be able to identify the human reproductive organs.</p> <p>4.8 The student will identify physical changes that begin to occur during puberty.</p> <p>4.9 The student will develop an awareness of human fertilization and prenatal development.</p>	
Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Identify the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.</p> <p>Describe the individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal.</p> <p>Understand the importance of postponing sexual activity to delay childbearing.</p> <p>Understand the importance of personal hygiene in relation to these bodily changes is discussed.</p> <p>Discuss the uniting of the sperm and the egg and the development of the fetus inside the uterus.</p>	<p>Male/Female Anatomy overheads 4.11a, 4.11b</p> <p>Facts about the female 4.12a, 4.11b</p> <p>Facts about the male 4.13a, 4.13b</p> <p>Puberty Worksheet 4.14</p> <p>Puberty in females 4.15a, 4.15b</p> <p>Puberty in males 4.16a, 4.16b</p> <p>Reasons to be abstinent 4.17</p> <p>With and without 4.18</p> <p>Myths and Facts 4.19</p> <p>Review: Where do babies come from? 4.20a, 4.20b</p>

Name: _____ Date: _____ Activity: E-13

Emotions and Writing

Directions: *Make copies of this page. Bind copies in folder. Complete these journal entries at least once per week to keep track of your feelings and personal growth.*

- Today I feel _____
because: _____

- I am excited about:

- I am concerned about:

- I am hopeful for:

- I am thankful for:

- I am proud of:

- My goals are:

- Interesting things about today:

Name: _____ Date: _____ Activity: E-17

Coping With Fear**Directions:** Place a checkmark beside your fears below.

Check	Fear
	Losing a family member
	Losing a friend
	Being hurt physically
	Being hurt emotionally
	Speaking in front of group
	Making a bad grade
	Making a mistake
	Being left out
	Being embarrassed
	Other:

You can
handle
anything
that
happens
in life.

Directions: Chose one fear above. Explain how you could handle it effectively below.

- I can handle it by:

- Facing this fear is a chance for me to:

- What are the positive outcomes: *For example, losing a grandmother who is dying is a fear. What positives could come from this? Well... she would no longer be suffering, she would be in a better place, and she won't be hurting anymore.*

What does not kill you
will make you
stronger.

*Ships in harbor are safe,
but that is not what ships
are built for.*

- John Shedd.

Name: _____ Date: _____ Activity: E-16

Think Positive*Don't Disable Yourself.*

"Dis" is a common street word that means to put-down or make someone feel bad. Able means having the skill to do something. Many people disable themselves when they are capable of doing far greater things by telling themselves they can't do something.

Directions: List ten past accomplishments in column one and ten things you are able to do in column two.

Past Accomplishments	Things I Am Able To Do
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

- Why is it important to focus on what you are able to do?

- How do you feel when you think about all of your past accomplishments and being aware of things you are able to do?

- What are some things you would like to try to do, but have not done?

- Describe something new that you want to accomplish?

- In what ways are certain you are able to do what you plan to accomplish?

Name: _____ Date: _____ Activity: E-21

Emotional Well-Being and Goal Planning

Directions: Read each question. Be silent for 3 minutes and think of the answer.
Be realistic. Write answers in spaces provided.

1. What are your hopes and dreams in life?

2. What do you hope to accomplish this year?

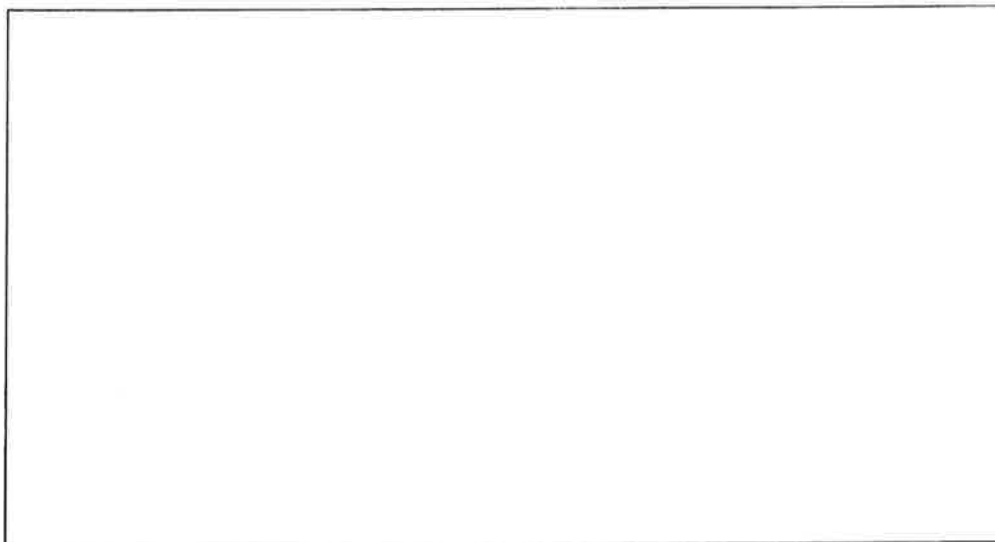
3. What do you hope to accomplish in the next five years?

4. What do you hope to accomplish in the next ten years?

5. Close your eyes and visualize yourself doing all the things you have written above for 3 minutes. What emotions did you feel?

6. Draw a picture of you succeeding below.

Visualize this picture once per day in your mind until it becomes a reality.



Family

1. How does your family **help** you?

2. How does your family **support** you?

3. How does your family **communicate** with you?

4. How do you **help** your family?

5. How do you **support** your family?

6. How do you **communicate** with your family?

People take drugs because they want to change something about their lives.

Here are some of the reasons young people have given for taking drugs:

- To fit in
- To escape or relax
- To relieve boredom
- To seem grown up
- To rebel
- To experiment

Be persuasive: What would you say to a friend who wanted to try drugs to.....

1. fit in?

2. escape or relax?

3. relieve boredom?

4. seem grown up?

5. rebel?

6. experiment?

How Substances Effect

Substance	Effect the Body	Effect Family	Effect Overall Life
Alcohol			
Tobacco			
Drugs			

Child abuse is against the law. There are 4 types of abuse.

Physical Abuse - When a child is hurt from being struck or spanked.



Emotional Abuse - When a child is yelled or cursed at.



Sexual Abuse - When a child is purposely exposed to adult sexuality.



Neglect - When a child is not properly fed or clothed or looked after.



TYPES OF ABUSE

physical abuse
emotional abuse
sexual abuse
neglect

**YOU
CAN
BREAK
THE
CYCLE
OF
ABUSE**

CAUSES OF ABUSE

history of having been
abused as a child
alcohol or other drug
abuse
unemployment and
poverty
illness
divorce; feelings of
worthlessness
emotional immaturity
lack of parenting skills
inability to deal with
anger
lack of communication
and coping skills

- ✓ scratches, burns,
bruises, broken bones
- ✓ feelings of
worthlessness and
helplessness
- ✓ frequent absences
from school
- ✓ poor grades and
lack of interest in school
- ✓ dirty or neglected
appearance
- ✓ extreme shyness,
anxiety, or fear
- ✓ aggressive behavior
toward others
- ✓ inability to communicate

- ✓ high level of stress
- ✓ low self-esteem
- ✓ ending up in an abusive
relationship as an adult
- ✓ becoming an abuser





Concept Mapping

Use with Chapter 14, Lesson 3.

Complete the concept map on community resources for dealing with and preventing abuse, using terms and phrases from your textbook.

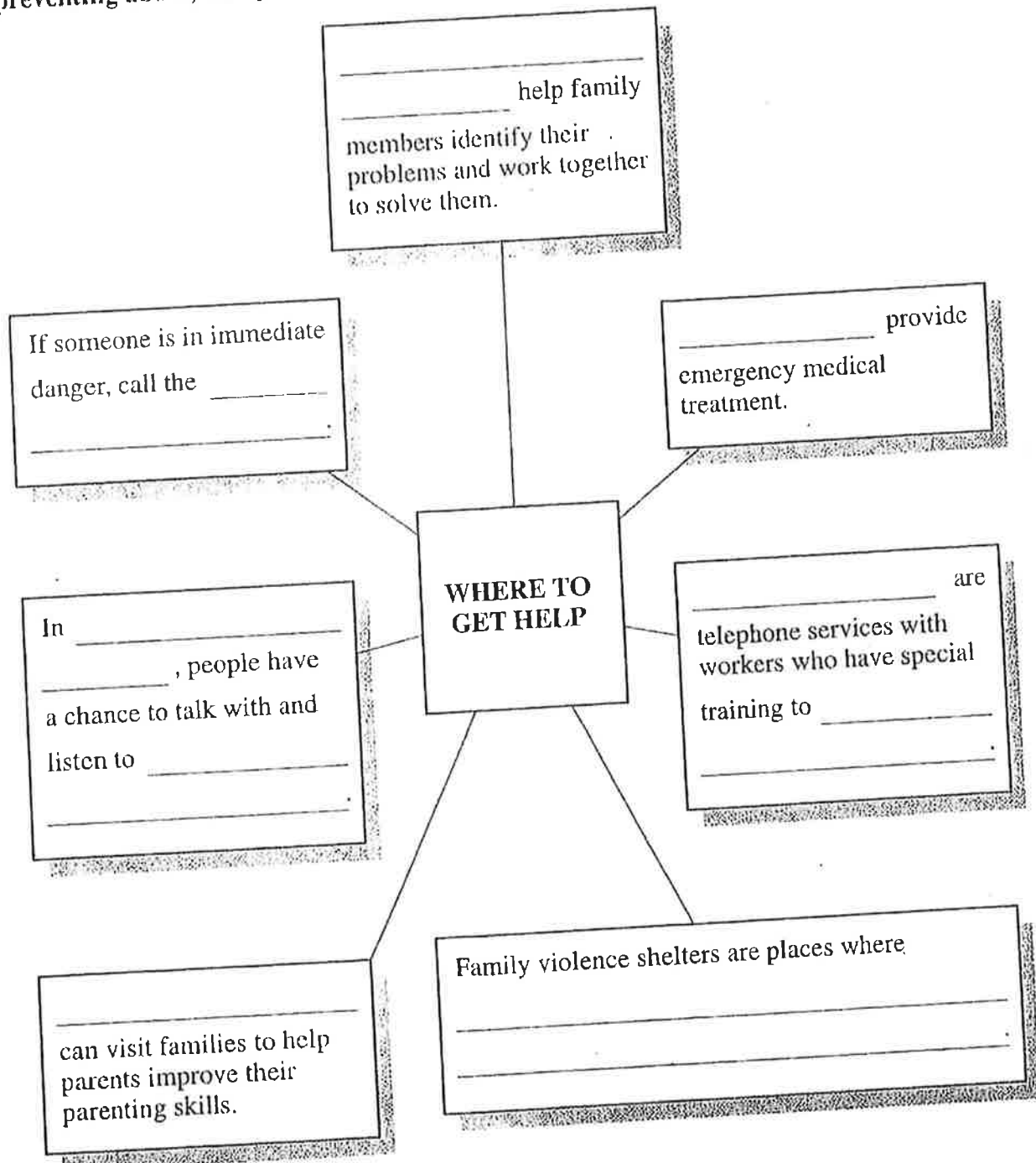


Figure 7.6

The Female Reproductive System

Fertilization and pregnancy occur in the female reproductive system.

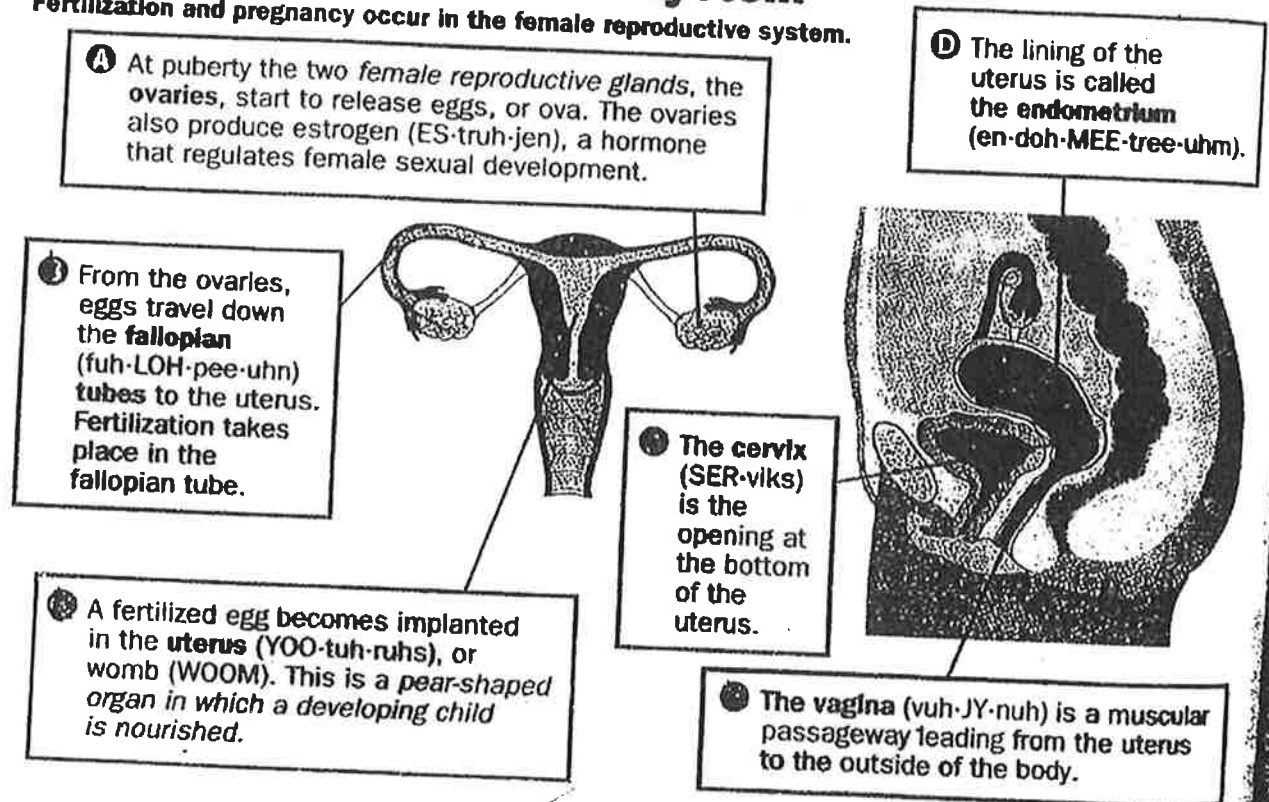
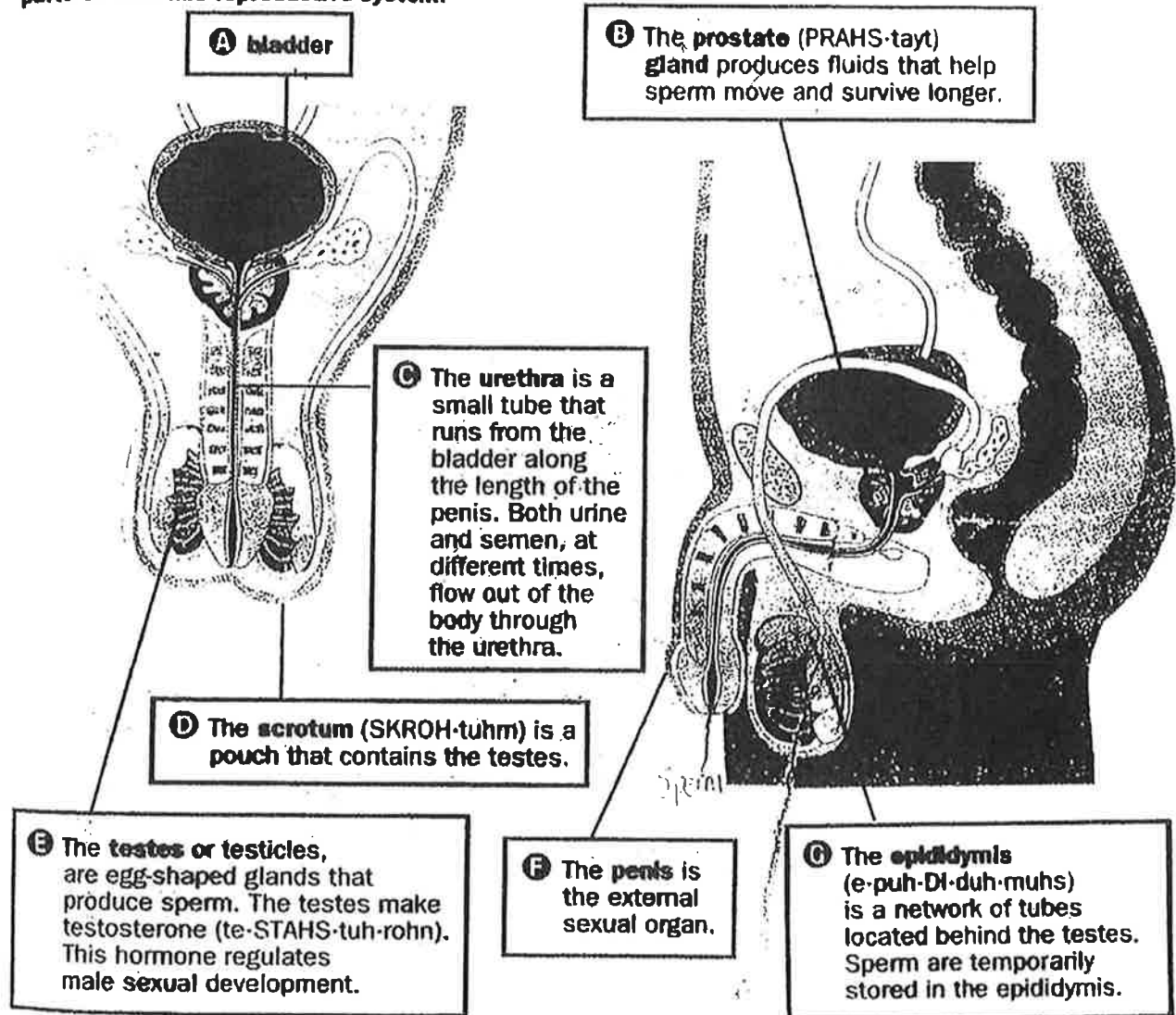


Figure 7.5

The Male Reproductive System

These illustrations show the internal and external parts of the male reproductive system.

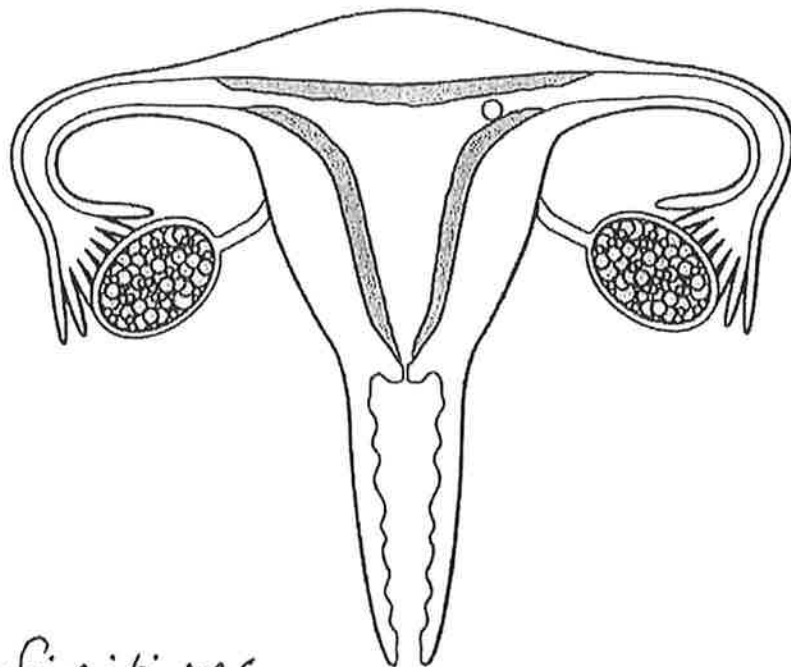


Activity Sheet 2

Facts about the female reproductive system

Use the words below to label the diagram. Then write each word next to its definition.

- Fallopian Tubes
- Ovary
- Uterus
- Cervix
- Vagina
- Endometrium

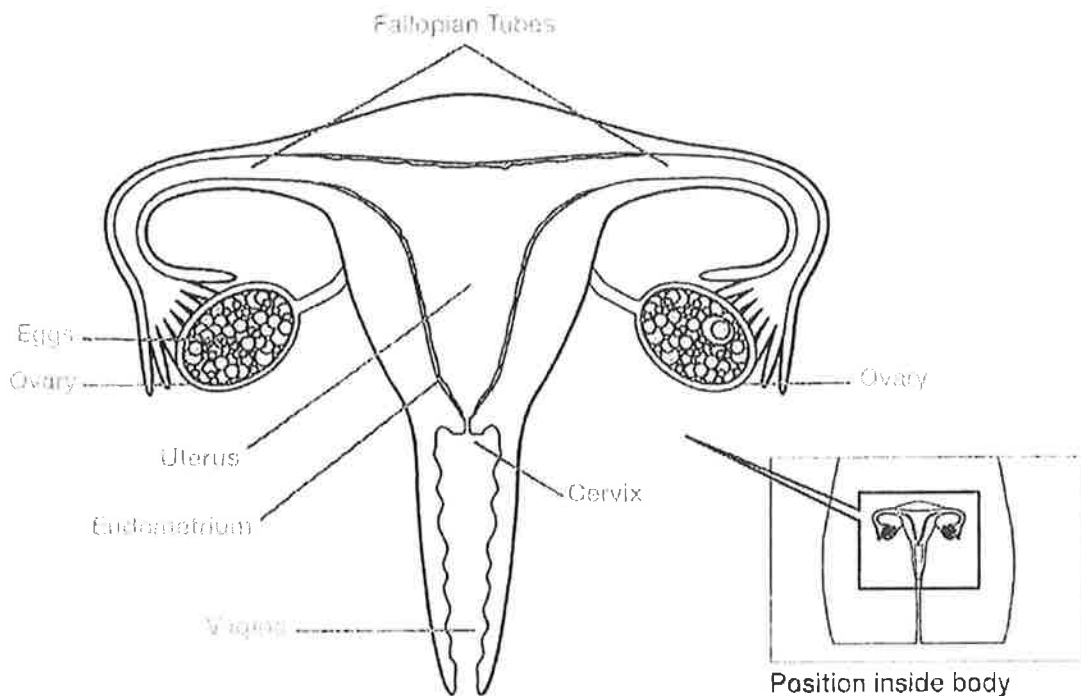


Definitions

- _____ The lower part of the uterus that has a small opening into the vagina
- _____ The two tubes which link the ovaries and uterus
- _____ Two glands on either side of the uterus that release female sex hormones, estrogen and progesterone, and ova (eggs)
- _____ The hollow muscular organ that holds and nourishes the fetus
- _____ The passageway of muscles that joins the uterus to the outside of the body
- _____ The thick soft lining that grows on the inside of the uterus each month

Overview of the female reproductive system.

Understanding the reproductive system is as important as understanding any other organ system of the body. Encourage students to learn this system and understand the function of each part. By becoming familiar with the female anatomy, girls can better grasp what happens during the menstrual cycle. Require that they learn the correct terminology as well. Review pronunciation. Help students understand the approximate location, size and shape of each organ.



Cervix – The base of the uterus with a small opening between the uterus and vagina.

Egg – Also called an ovum; the female reproductive cell.

Endometrium – Spongy, blood-filled tissue that lines the uterus and nourishes a developing embryo. Discharged during menstruation.

Fallopian tubes – Two tubes connecting the ovaries to the uterus through which the egg travels.

Ovaries – Two glands, one on either side of the uterus, that contain a woman's egg cells and produce estrogen, progesterone and other hormones.

Ovulation – Moment at which an egg is released from an ovary.

Urethra – Tube that carries urine from the bladder out of the body.

Uterus – Also called the womb, a muscular organ, lined with soft, nourishing tissue, that carries the fetus until birth.

Vagina – The flexible passageway leading from the cervix to the outside of the body. Menstrual fluid flows through the vagina.

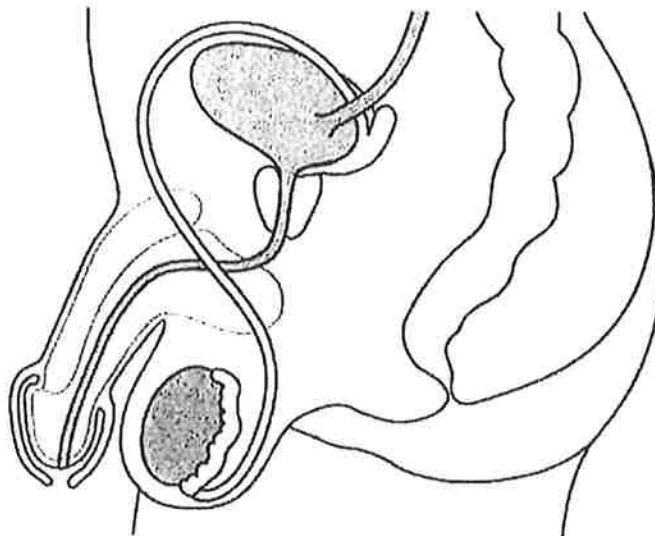
Educators and students can find more terms and definitions at <https://www.ck12.org/sexual-reproduction/sexual-reproduction-1/lesson/Overview-of-the-Female-Reproductive-System/MS-LS-101-102/>

Activity Sheet 3

Facts about the male reproductive system

Use the words below to label the diagram. Then write each word next to its definition.

- Foreskin
- Penis
- Urethra
- Scrotum
- Seminal Vesicles
- Prostate Gland
- Testicles
- Bladder
- Vas Deferens



Definitions

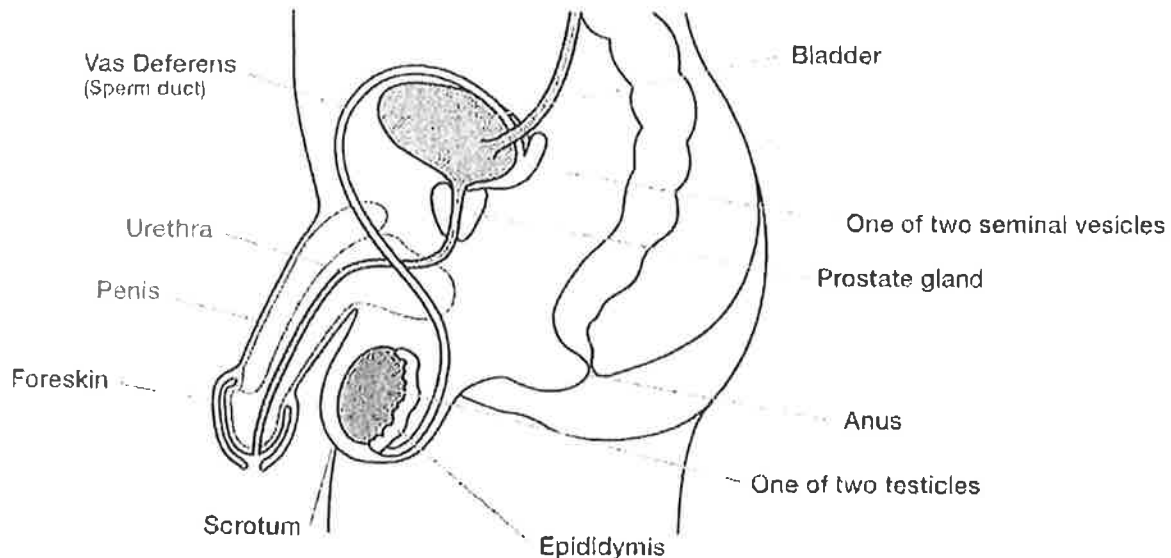
- _____ Sac of skin that holds the testicles just underneath the penis
- _____ Two glands on either side of bladder that secrete seminal fluid
- _____ Two oval shaped organs contained in the scrotum, which produce the male hormone testosterone and sperm (also called the testes)
- _____ The tube-like sex organ of males which hangs outside of the body
- _____ A gland near the bladder that adds fluid to semen
- _____ The tube that at different times carries urine and semen out of the body
- _____ The thin long tubes through which sperm travel from the testicles, and where sperm are mixed with other fluid to make semen
- _____ A sac inside the abdomen that holds urine
- _____ The skin around the head of an uncircumcised penis

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Overview of the male reproductive system.

Understanding the reproductive system is as important as understanding any other organ system of the body. Encourage students to learn this system and understand the function of each part. By becoming familiar with the male anatomy, boys can better comprehend the changes in their bodies as they grow. Require that they learn the correct terminology as well. Review pronunciation. Begin by explaining that the main purpose of the male reproductive system is to produce sperm — the male reproductive cells. During puberty, testosterone enables the testicles to start producing mature sperm for the first time. (When a sperm reaches an egg of a woman and fertilization takes place, the woman becomes pregnant with a baby.) Sperm is combined with other fluid in the vas deferens to make the seminal fluid, which is called semen.

To explain how semen leaves the body (through ejaculation), you may want to trace the path of the sperm from the testicles, through the vas deferens (sperm duct), seminal vesicles, prostate gland and urethra. Define erection and ejaculation. Be sure to explain that urine also leaves the body through the urethra, but never at the same time as semen.



Epididymis – Tube at the back of each testicle that carries sperm to the vas deferens (sperm duct).

Foreskin – This fold of skin covers the end of the penis. Not all boys have a foreskin because in some cultures, it is removed (an operation called circumcision) when a baby boy is only a few days or weeks old. Uncircumcised boys and men pull the foreskin back and wash under it as part of daily hygiene.

Penis – Male sex organ; also used to urinate.

Prostate gland – Gland next to the bottom of the bladder; it forms a fluid that combines with sperm and a fluid from the seminal vesicles to make semen.

Scrotum – Sac of skin that holds the testicles, just underneath the penis.

Semen – Also called seminal fluid; it's a white, milky liquid that carries sperm out of the penis during ejaculation.

Seminal vesicles – Two glands on either side of the bladder that secrete seminal fluid.

Sperm – Male reproductive cells.

Testicles – Also called the testes, two oval-shaped organs that are contained in the scrotum. They produce the male hormone testosterone and sperm.

Urethra – Tube that carries urine and semen out of the body, but not at the same time.

Vas deferens – Tubes in which sperm is combined with other fluids from the prostate gland and seminal vesicles to make semen.

Puberty Worksheet 1

NAME _____ DATE _____

DIRECTIONS: Put the letter of each word next to the correct definition of the word.

- | | |
|-----------------------|--|
| a) erection | _____ 1. having a period |
| b) menstruation | _____ 2. the penis or clitoris filling with blood and getting larger |
| c) nocturnal emission | _____ 3. the cell from a man that can start a pregnancy |
| d) ovum | _____ 4. sperm coming out of the penis during sleep |
| e) puberty | _____ 5. the "egg" cell from a woman that can start a pregnancy |
| f) sperm | _____ 6. a child's body beginning to change into an adult's body |
| g) pituitary | _____ 7. the gland in the brain that triggers the beginning of puberty |

Name _____

Date _____

PUBERTY IN FEMALES (SE-1)

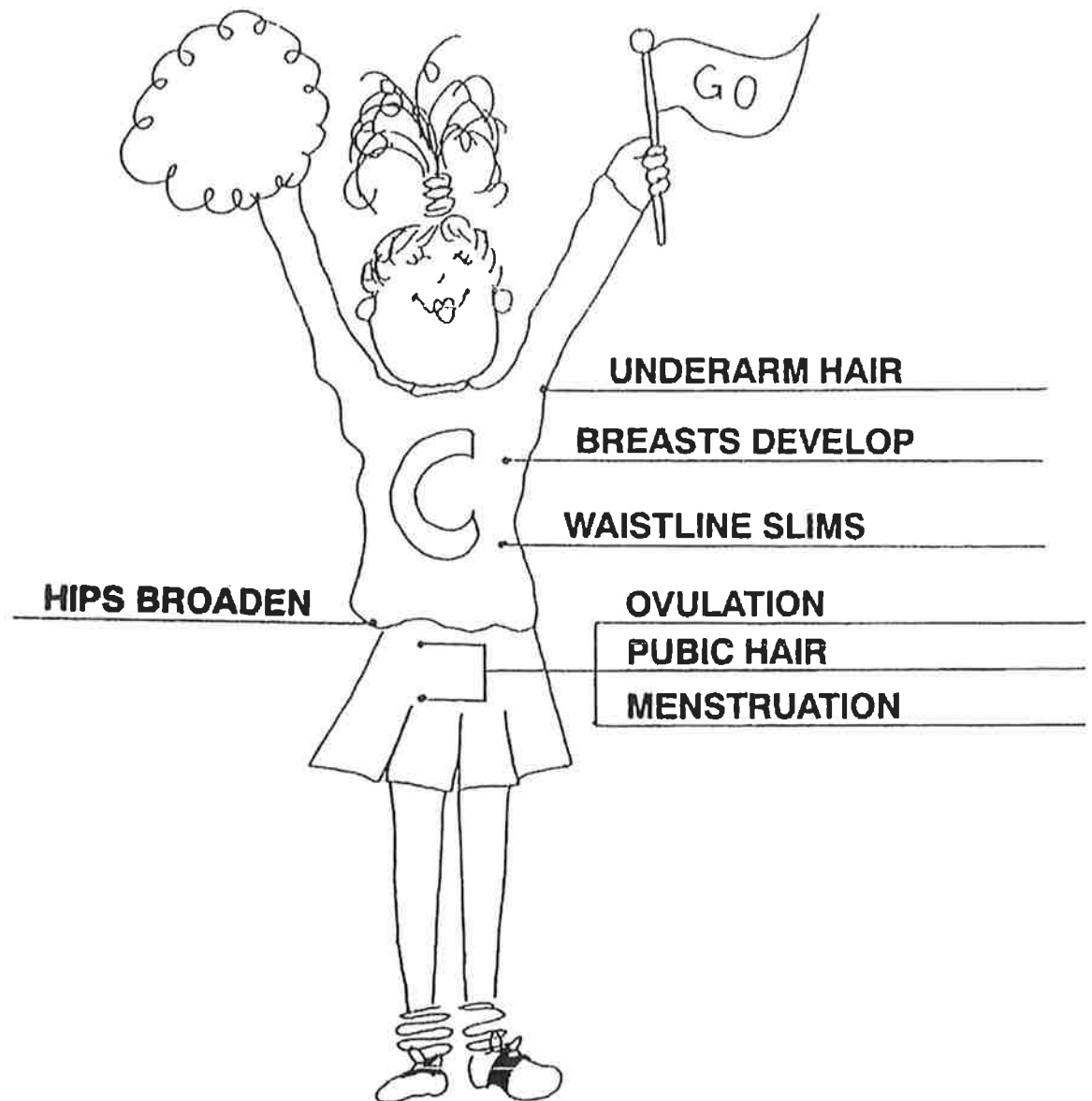


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Understanding puberty worksheet

4.15A

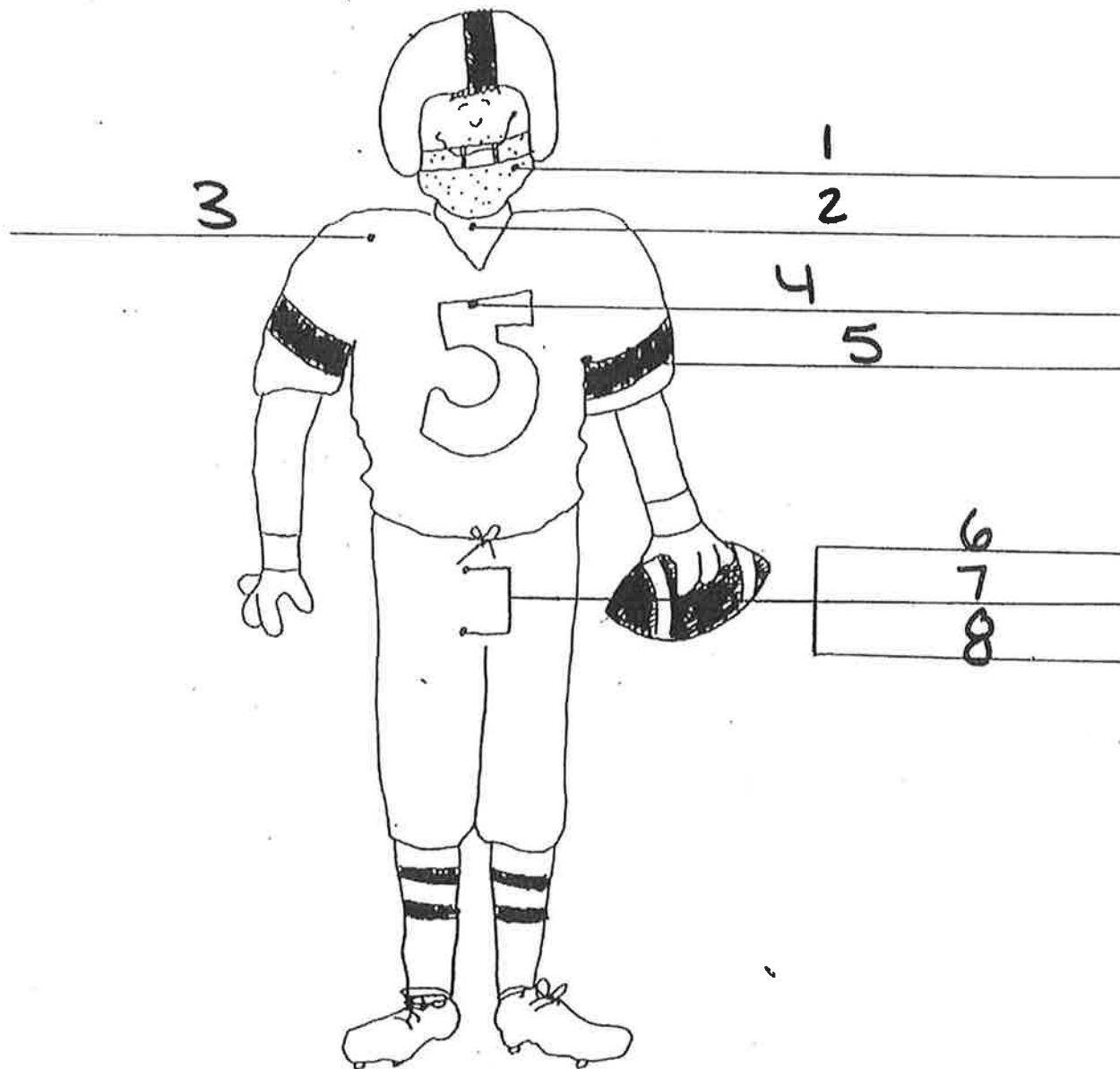
PUBERTY IN FEMALES (SE-1)



Understanding puberty worksheet

Name _____ Date _____

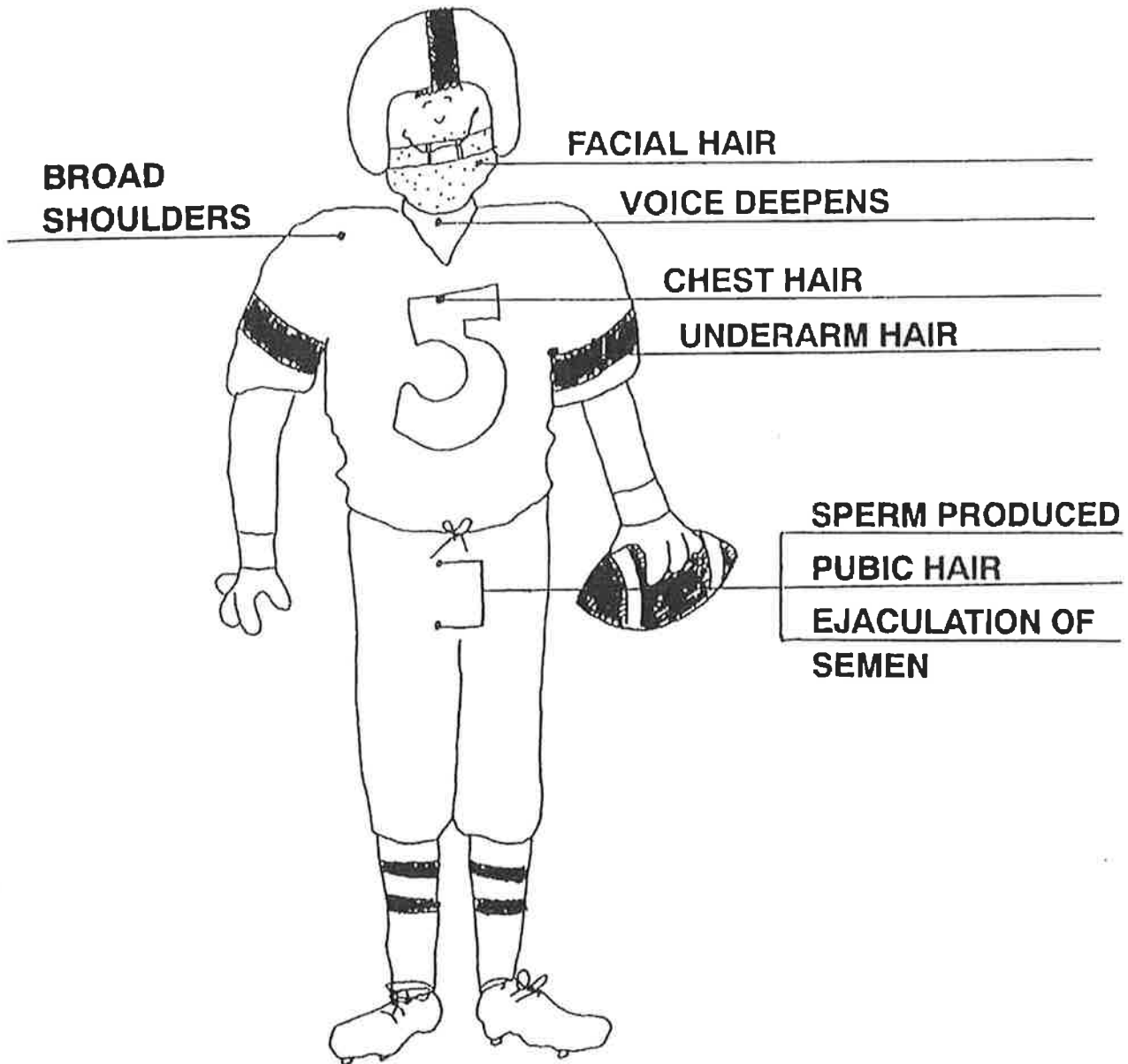
PUBERTY IN MALES (SE-2)



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Understanding puberty worksheet

PUBERTY IN MALES (SE-2)



REASONS TO BE ABSTINENT

FACT
SHEET
7

Individuals choose to be abstinent for many reasons, some of which are listed below. Read over these reasons and think of some other reasons why you might choose to be abstinent.

- I need to finish my education
- I want to eliminate risk of pregnancy
- I don't want to contract a fatal STI, like HIV
- I have goals for my life
- I have respect for myself
- I don't want to complicate my relationships with others
- I want to have greater self awareness and self control
- I want to have a normal life, uncomplicated with a pregnancy
- I don't have the skills or knowledge to be a parent right now
- I want to save sexual intercourse for marriage
- My religion supports abstinence and prohibits premarital sex
- I want to focus on finishing school and beginning a career

Which of these reasons are important to you?

If a friend came to you for advice on having premarital sex, which reasons would you ask him/her to think about?

What are some of the reasons for choosing abstinence that are acceptable to you?

I know which activities or situations could make it hard for me to be abstinent. I know I need to avoid.....(drugs, alcohol, being alone with a partner)

I know other ways to be close to my partner without having sex. Here are some of my ideas on intimacy:

Name _____

WITH AND WITHOUT

ACTIVITY
4

Your day without a baby

Think about your activities from day to day. What is your day like? Write it down in the space below:

Morning: _____

Afternoon: _____

Evening: _____

Late Evening/Early Morning: _____

Now think about what your day would be like taking care of a 3 month old baby

Morning: _____

Afternoon: _____

Evening: _____

Late Evening/Early Morning: _____

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Activity Sheet 5

Myths and Facts about personal care

1. SKIN CARE

- a. A daily skin-care plan can help control pimples.
- b. Stress can contribute to skin problems.
- c. A lot of sun is good for acne.
- d. Chocolate and greasy foods cause pimples.
- e. Scrubbing your face helps eliminate blemishes.
- f. Some people can get pimples by frequently resting their face in their hands.

TRUE

FALSE

2. DENTAL CARE

- a. Daily flossing removes food between teeth that can cause bad breath.
- b. Gums that are red, swollen and bleed are healthy.
- c. Tobacco and caffeinated drinks do not stain teeth.
- d. Fluoride toothpaste helps to prevent tooth decay.

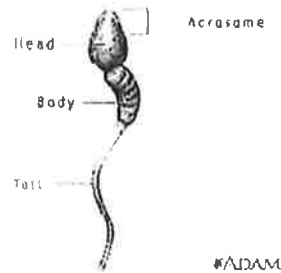
3. STAYING FRESH AND DRY

- a. Deodorants reduce the amount of odour causing sweat.
- b. Antiperspirants and deodorants work best on clean skin.
- c. Daily washing or bathing helps reduce the bacteria that can lead to odour.
- d. Eccrine glands produce perspiration that can lead to odour.
- e. Sweat serves no useful function to the body.
- f. The apocrine glands become active during puberty.
- g. Drinking water reduces the concentration of perspiration.
- h. There are 24 eccrine glands in the body.
- i. Males tend to produce more sweat than females.

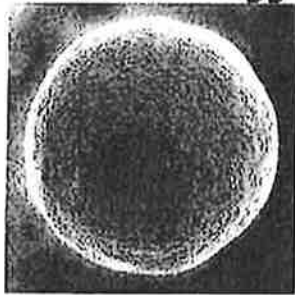
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Review: Where do babies come from?

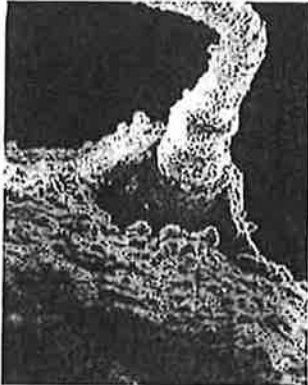
Males have a cell called sperm



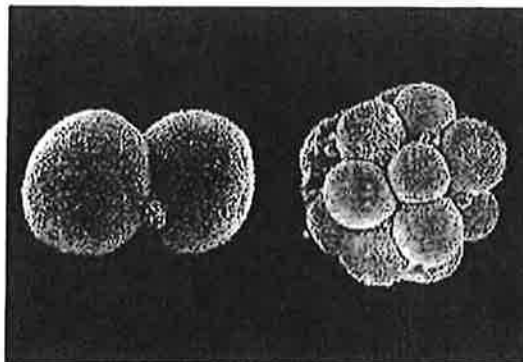
Females have a cell called egg or ovum



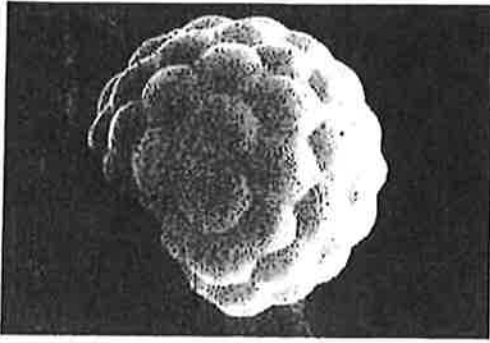
When the two meet, human life begins.



The two cells now create a new cell. This new cell starts to divide and multiply.



It then travel down toward the uterus and attaches to the wall.



This ball of cells turns into a tiny clump of life called an embryo. The embryo has an umbilical cord that attached from its stomach to a placenta. The placenta feeds and nourishes the baby so it can grow and develop properly.



The developed baby is called a fetus and has been growing for 40 weeks.



The baby will be delivered through the vaginal canal or if there are complications, a cesarean section is needed. That is when the doctor surgically cuts through the stomach muscle to deliver the baby.

