

## Health Education – 4<sup>th</sup> Grade

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

(4.1) Health information. The student recognizes ways to enhance and maintain health throughout the life span. The student is expected to:

(A) identify the benefits of six major nutrients contained in foods;

(B) identify information on menus and food labels;

(C) differentiate between aerobic and anaerobic exercise;

(D) explain the physical, mental, and social benefits of fitness;

(E) explain how sleep affects academic performance; and

(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

(4.2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe how health behaviors affect body systems; and

(B) describe the basic function of major body systems such as the circulatory and digestive systems.

(4.3) Health information. The student knows how to access health information. The student is expected to:

(A) identify characteristics of health information; and

(B) describe the importance of accessing health information through a variety of health resources.

(4.4) Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:

(A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;

(B) explain the similarities of and the differences between medications and street drugs/substances;

(C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences;

(D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances;

(E) explain how to develop a home-safety and emergency response plan such as fire safety;

(F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and

(G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.

(4.5) Health behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) set personal-health goals for preventing illness;

(B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi;

(C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and

(D) distinguish between communicable and noncommunicable diseases.

(4.6) Influencing factors. The student comprehends factors that influence individual, family, and community health. The student is expected to:

(A) identify similarities in which healthy environments can be promoted in homes, schools, and communities; and

(B) explain the importance of a community environmental health plan.

(4.7) Influencing factors. The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:

(A) explain how the media can influence health behaviors; and

(B) describe ways technology can influence health.

(4.8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
(A) explain the influence of peer pressure on an individual's social and emotional health; and
(B) describe the importance of being a positive role model for health.
(4.9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
(A) describe the qualities of a good friend;
(B) explain steps in conflict resolution;
(C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;
(D) demonstrate healthy ways of gaining attention;
(E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;
(F) analyze strengths and weaknesses in personal communication skills;
(G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and
(H) demonstrate refusal skills.
(4.10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
(A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;
(B) describe healthy ways of responding to disrespectful behavior; and
(C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
(4.11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:
(A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;
(B) explain the advantages of setting short and long-term goals;
(C) describe the importance of parental guidance and other trusted adults in goal setting;
(D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and
(E) describe steps in decision making and problem solving.