

**Health Education
Grade 4
Objectives and Content**

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

UNIT I: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives- The student will be able to:

- a. Differentiate between communicable and non-communicable diseases
- b. Categorize communicable diseases by causative agents and modes of transmission
 - Causative agents (bacteria, protozoa, virus, fungi)
 - Modes of transmission (air, touch, food, body fluids)
- c. Identify risk factors associated with disease control to include proper handling of blood
- d. Explain how body defenses and the immune system help prevent disease
 - Transmission of germs
 - Body defenses: skin, mucus, cilia, earwax, stomach acid, white blood cells
- e. Analyze personal daily habits and choices that increase the risk of developing disease
 - Behaviors that increase risks – cardiovascular, pulmonary, and cancer
 - High, medium, and low-risk personal habits and behaviors
- f. Locate resources that provide valid health information concerning consumer health issues and services
 - Health services in school and community
 - Product label information

Enrichment/Optional

- g. *Describe the basic structure and function of human body systems*
 - *Circulatory*
 - *Digestive*
 - *Muscular*
 - *Nervous*
 - *Respiratory*
 - *Skeletal*

- h. *Explain how healthy lifestyles and immunization help to prevent and control disease*
 - *Proper hygiene*
 - *Eating properly*
 - *Exercising*
 - *Getting enough sleep*
 - *Immunizations*
- j. *Examine the physical, social, and emotional effects of disease*
- k. *Explain how disease affects the lifestyles of both the individual and the family*
- l. *Show compassion for individuals and families impacted by disease.*

UNIT II: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:

- a. Develop a plan to respond safely to potentially dangerous situations
 - Home alone safety
 - Internet safety
 - Gun safety
 - School bus safety
 - Water safety
 - Choking
 - Medicine safety - prescription and over-the-counter (OTC) drugs
 - Emergency preparedness
- b. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information
- c. Explore conflict resolution strategies for issues such as name-calling, bullying, and harassment
- d. Apply conflict resolution strategies for issues such as name-calling, bullying, and harassment
 - Effective communication skills – verbal and nonverbal
 - Effects on personal well being.
- e. Identify and define the four types of child abuse
- f. Identify prevention and intervention strategies against molestation
- g. Use appropriate verbal and nonverbal responses to prevent child abuse

Enrichment/Optional

- h. *Identify appropriate medical resources for the treatment of minor injuries and medical emergencies*
 - *Cite examples of minor injuries (skinned knee, splinter, mild blistering, etc.)*
 - *Cite examples of medical emergencies (broken bone, unconsciousness)*
 - *Identify symptoms of allergic reactions and determine appropriate responses*
 - *Use 911 for emergencies*
 - *Explain procedures followed for an injury:*

- *Stay calm*
- *Look at the scene of the injury*
- *Determine what kind of help is needed (minor injury or medical emergency?)*
- *Call 911 if necessary or get adult help*
- *Give first aid if necessary.*

UNIT III: Nutrition and Fitness

MSC Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Objectives- The student will be able to:

- a. Explain how essential nutrients contribute to a healthy body
 - Carbohydrates
 - Protein
 - Fat
 - Vitamins A, B1, B2, B12, C, D, E, their sources and functions
 - Minerals
 - Calcium – identify food sources, recommended serving sizes, and ways to meet recommended calcium levels
 - Water
 - Recommended daily amount
 - Explain how water helps the body function
- b. Explain the relationship among caloric intake, exercise, and weight
 - Calorie
 - How caloric intake impacts exercise
 - Caloric output during exercise
- c. Examine information provided on food labels to assist in the selection of healthy foods
 - Differentiate between nutritious versus nonnutritious foods
 - Examine contents of a nutrition label such as:
 - Serving size and servings per container
 - List of nutrients
 - Daily values
 - Percentage of daily value
 - Calories from fat
 - Calories per gram.
- d. Explain how physical activity, adequate rest, and a healthy diet will help the body function efficiently
 - Discuss the concept of healthy weight
 - Discuss the importance of factors affecting weight such as:
 - Age
 - Gender
 - Height
 - Family
 - Society
 - Activity level
 - Illness
 - Food intake

- Explain the effect of nutrition on the five fitness components.
 - Cardiovascular endurance
 - Flexibility
 - Muscular endurance
 - Muscular strength
 - Body composition
- e. Explain the importance of breakfast in relation to a healthy body
- f. Create a healthy breakfast menu using **My Plate**
- g. Apply information from **My Plate** to choose healthy snacks
 - Dietary Guidelines for Americans
 - Personal food preferences
 - Geographic location
 - Cultural background
 - Seasonal foods
 - Family eating behaviors
 - Marketing, packaging and advertising
 - Availability
 - Impact of availability on healthy snacking (i.e., vending machines, snacks from home, school cafeteria, fast food restaurants, convenience store)
- h. Using the *Dietary Guidelines for Americans (2010)* as a resource, develop a plan for improving a minimum of two personal eating habits
 - Key Recommendations from the following categories:
 - Adequate Nutrients within Calorie Needs
 - Weight Management
 - Physical Activity
 - Food Groups to Encourage
 - Fats
 - Carbohydrates
 - Sodium and Potassium
 - Food Safety.