

<p style="text-align: center;">Health Education Grade 4 Essential Objectives and Content</p>

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: 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
 - o Calcium – identify food sources, recommended serving sizes, and ways to meet recommended calcium levels
 - Water
 - o Recommended daily amount
 - o 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:
 - o Serving size and servings per container
 - o List of nutrients
 - o Daily values
 - o Percentage of daily value
 - o 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 MyPyramid.
- g. Apply information from MyPyramid 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
 - Discuss the 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* 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

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. 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:
 - o Stay calm
 - o Look at the scene of the injury
 - o Determine what kind of help is needed (minor injury or medical emergency?)
 - o Call 911 if necessary or get adult help
 - o Give first aid if necessary.
- c. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information.
- d. Explore conflict resolution strategies for issues such as name-calling, bullying, and harassment.
 - Effective communication skills – verbal and nonverbal
 - Effects on personal well being.
- e. Apply conflict resolution strategies for issues such as name-calling, bullying, and harassment.
- f. Identify and define the four types of child abuse.
- g. Identify prevention and intervention strategies against molestation.
- h. Use appropriate verbal and nonverbal responses to prevent child abuse.

UNIT III: 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. Describe the basic structure and function of human body systems.
 - Circulatory
 - Digestive
 - Muscular
 - Nervous
 - Respiratory
 - Skeletal
- b. Differentiate between communicable and noncommunicable diseases to include HIV/AIDS.
 - Ways HIV cannot be spread
 - Ways to prevent the spread of HIV
- c. Categorize communicable diseases by causative agents and modes of transmission.
 - Causative agents (bacteria, protozoa, virus, fungi)
 - Modes of transmission (air, touch, food, body fluids)
- d. Identify risk factors associated with disease control to include proper handling of blood.
- e. 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
- f. Explain how healthy lifestyles and immunization help to prevent and control disease.
 - Proper hygiene
 - Eating properly
 - Exercising
 - Getting enough sleep
 - Immunizations
- g. 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
- h. Examine the physical, social, and emotional effects of disease.
- i. Explain how disease affects the lifestyles of both the individual and the family.
- j. Show compassion for individuals and families impacted by disease.
- k. Locate resources that provide valid health information concerning consumer health issues and services.
 - Health services in school and community
 - Product label information