

**Grade 4  
Health Education  
Objectives and Content  
2018/2019**

**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

- 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
  - verbal and nonverbal consent
- 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

- 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 non-nutritious 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.