

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- verbalizing reasons some people turn to substances to cope with life situations.
- describing what makes a healthy relationship.
- explaining coping strategies that are not violent in nature.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- subliminal, target audience, cancer, nicotine, buzzed/drunk, steroids, heroin, peer pressure, role model.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- identify internal and external influences that affect the use of alcohol, tobacco and other drugs.
- examine advertising strategies used for alcohol, tobacco and other drugs.

Mental, Emotional, and Social Health

- recognize how friendships can affect positive and negative choices

Injury Prevention and Safety

- analyze how emotions contribute to both safe and violent behaviors.
- explain why young people should not use violence to deal with problems.

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People

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

Other Factors (e.g., Culture, Media, Technology)

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information, and products, and service to enhance health.

Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- reading a food label to determine validity of food product.
- understanding physiological and psychological changes during puberty.
- demonstrating the ability to find positive adult intervention when feeling unsafe.
- identifying effects to the body and brain when using alcohol, drugs and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotional, hormones, adolescent, adulthood,
- serving size, daily requirements, % of daily consumption, nutrients,
- counselor, security, police, fire department, EMT, first responder.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- understand changes that occur during puberty.
- define sexual harassment and abuse and a trusted adult.

Nutrition and Physical Activity

- identify and define key nutrients and their functions.
- state the recommended number of servings and serving sizes for different food groups.

Drug Awareness

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- describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.
- identify sources of valid information regarding alcohol, tobacco, and other drugs.

Injury Prevention and Safety

- identify safe people and places to go to if feeling unsafe or threatened (school counselor, police department, fire department).
- identify trusted adults to report to if people are in danger of hurting themselves or others.

- **RACE**

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communications)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding how to report bullying and other dangerous situations to the appropriate adult.
- utilizing conflict resolution tactics with others when needed.
- practicing refusal skills in peer pressure situations where alcohol, tobacco and drugs are present.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, refusal skills, conflict resolution, harassment, abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
- practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

- describe ways to seek assistance if worried, abused or threatened.
- demonstrate the ability to use refusal skills in risky situation.
- practice effective conflict resolution techniques with others.
- report bullying, harassment, and other dangerous situations.

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- use effective verbal communication;
I TELL YA
Identify feelings (thoughts, ideas)
Tell feelings (thoughts, ideas)
Express using I-statements
Look at the person you are talking to
Listen to the response
Your body language is appropriate
Assertive communication style
- use effective nonverbal communication;
FACE
Facial expressions and body language
Attentive
Comfortable and confident
Eyes on speaker
- use effective refusal;
I SAY NO
I-statement
State a reason
Assertive
You are in control
No statement that is clear
Options (e.g., you can leave, get help)
- use effective conflict resolution;
I'M MAD
I-statements
Manage stress
Mutual conversation

Focus on **Action**, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)

Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.
(Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating avoidance strategies and non-violent practices in peer conflict situations.
- communicating how eating healthy and exercise affect overall life situations in a positive manner.
- discussing consequences of bullying on all involved.
- discussing ways to avoid unsafe situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- healthy lifestyle, bullying, conflict resolution, compassion, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- describe the relationship between food intake, physical activity, and good health.

Drug Awareness

- evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

Mental, Emotional, and Social Health

- identify behaviors that may lead to conflict with others.
- explain how courtesy, compassion, and respect towards others reduces conflict and promotes nonviolent behavior.

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Injury Prevention and Safety

- evaluate strategies to avoid potentially dangerous situations.
- examine the consequences of bullying and harassment.
- analyze the benefits of using nonviolent means to resolve conflicts.
- evaluate how following family, school, and community rules can impact safety.

DECIDE

- **D**etermine the decision - what is it? Does it require thought? Do I need help?
- **E**xamine options
- **C**onsider consequences
- **I**dentify values and possible influences that may affect the decision
- **D**ecide on the healthiest option and act on the decision
- **E**valuate the outcome (Benes & Alperin, 2016, pg. 119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to be active and be able to monitor the activity.
- explaining reasons why you should choose healthy foods and beverages.
- understanding how to create a routine for fitness and healthy eating.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physical activity, healthy eating habits, goal setting, monitoring, commitment, routine.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- identify ways to increase and monitor physical activity.
- make a plan to choose healthy food and beverages.
- make a plan to choose physical activities at school and at home.

Injury Prevention and Safety

- make a personal commitment to use appropriate protective gear while engaging in activities.

SET GOALS

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.

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- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
 - **Steps-** What steps need to be taken to reach goal?
 - **Track-** How are you going to track progress?
 - **Help-** Does this goal require help?
 - **Who-** Who can help? (Benes & Alperin, 2016, pg 135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ways to show personal responsibility in different aspects of your health (nutrition, physical activity and safety).
- listing benefits of personal responsibility.
- recognizing basic safety guidelines and safety hazards.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal responsibility, healthy behaviors, balanced diet, moderate, vigorous, limiting, safety hazards, safety equipment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- practice how to take personal responsibility for eating healthy foods.
- practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- identify ways to establish and maintain healthy eating practices consistent with current researched-based guidelines for a nutritionally balanced diet.
- practice how to take personal responsibility for engaging in physical activity.
- describe the benefits of moderate and vigorous physical activity.

Injury Prevention and Safety

- describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the internet.

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- identify basic safety guidelines associated with weather related emergencies (earthquakes and tornados).
- explain the dangers of having weapons at school, at home, and in the community.
- explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.

“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

I AM ME

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- encouraging others in positive ways.
- listing steps to take to stand up to bullying.
- describing safety measures for school and home.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- food choices, physical activities, drug free, bullying, standing up for others, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- support others in making positive food and physical activity choices.

Drug Awareness

- encourage others to be free of alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- take a stand against bullying

Personal and Community Health

- encourage specific measures to improve home and school safety.

I CARE

- Identify health issues that are relevant and meaningful.

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- **C**onsider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- **A**ccess information in order to support your position with facts and evidence.
- **R**elay your health-enhancing message to your audience.
- **E**xamine the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)