

## Fourth Grade Health Standards

**Unifying Idea: Acceptance of personal responsibility for lifelong health.**

**Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, with particular attention to changing needs of preadolescents.	In groups, create a poster that demonstrates beneficial health and hygiene practices.
	Select a personal health goal.	Individually assess their own health risk behaviors and identify one which could use improvement and state a health risk reduction goal.
	Employ modeling as a strategy to reach a personal health goal.	Identify specific behaviors of a person (real, imaginary, or on film) who exhibits “ideal” behavior in regard to the selected goal, pattern their own behavior after the model, and record their progress toward that goal.
	Use protective equipment such as a helmet when cycling, and practice behaviors to protect the body, such as applying sunscreen when appropriate.	Identify injuries which may occur without protective equipment.

Food Choices	Performance Indicators	Sample Activities
	Establish and maintain healthy eating practices.	Discuss a food pyramid and how it relates to healthy eating. Prepare a “Food” book. Identify each section of the food pyramid and how it relates to healthy practices.
	Describe the roles of carbohydrates and proteins in healthful eating.	Add a section to the “Food” book which illustrates the benefits of carbohydrates and proteins.
	Choose healthful snack foods.	Add a page to the “Food” book that logs all the foods eaten outside of meals for one week. Group them as very healthy, somewhat healthy, and not healthy. Identify the criteria used for placement in a category.
	Describe the nutritional outcome of various food preparation methods.	Add another section to the “Food” book. Choose three foods, e.g., chicken, potatoes, and cereal grain, and compare the nutritional outcomes of several food preparation methods.
	Analyze food labels to determine nutrient content.	Add another section to the “Food” book. Select labels from a variety of food products, identify the types of information provided on each label and rate the nutritional strengths and weaknesses of the corresponding foods.
	Describe how emotions can impact eating practices.	Given open-ended statements such as “When I am angry my appetite...,” or “When I am bored I tend to eat...,” students complete the sentences and rate their responses in regard to healthfulness of the eating practices identified. Add this page to the “Food” book.

Physical Activity	Performance Indicators	Sample Activities
	Obtain a sufficient amount of sleep.	Keep a record of sleep time for a week. Compare this data to the recommended amount of sleep for children this age.
	Observe safety rules during physical activities.	Describe the safety rules for various activities.
	Explore ways to engage in enjoyable out-of-school play activities that promote fitness and health.	Describe healthy free time physical activities.
	Demonstrate the ability to monitor resting, exercise, and recovery rates.	<p>Check heart rate by using either the radial artery (wrist) or carotid artery (side of neck) for a six second period while in a variety of different activities.</p> <p>For example: The student will be able to find his or her pulse and count the beats for a six-second period as directed. By adding a zero to the number of beats counted in the six second period, the student will have an approximate heart rate count in beats per minute (14 beats in a six second period equals 140 beats per minute). The student is given numerous opportunities through out the school year to take a six-second heart rate while at rest, during activity, and during recovery.</p>

	Demonstrate the knowledge of the components of health-related fitness.	Identify and describe the following components of health-related fitness: 1) Cardiovascular fitness, 2) Muscle strength/Muscle endurance, 3) Flexibility, and 4) Body composition. Example: Correctly identify the health-related fitness components using terms familiar to a fourth grader.
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Mental and Emotional Development	Performance Indicators	Sample Activities
	Identify and share feelings in appropriate ways.	Identify various situations and role-play appropriate ways to share the feelings related to the situation.
	Associate behaviors with personal and universal standards.	Given a list of personal and universal standards of behavior, examine the actual behavior of a fictional character. In groups, identify the feelings and stresses that are encountered by people when their behavior is contrary to the standards.  Discuss the effects of prejudice and discrimination. Read <i>The Captive</i> and discuss how prejudice and discrimination negatively effect the characters.
	Demonstrate personal characteristics that contribute to self-confidence and self-esteem, such as honesty, integrity, and respect for the dignity of others.	Brainstorm personal characteristics. Each student should write a description of himself or herself using the personal characteristics listed that relate to the student's character.

	Propose alternatives to impulsive behavior.	After observing a person acting impulsively in a role play or video clip, the students will suggest means by which impulsiveness could have been controlled and discuss advantages of self-control.
	Distinguish between needs and wants.	In groups, make statements beginning with 'I need....' Review statements to determine whether they reflect needs or wants. Summarize by identifying characteristics of needs and characteristics of wants.
	Identify the role of basic human needs as motivators of behavior.	Each student should keep a record of the events/activities of a recent day. In small groups, the students compare their activities to a list of human needs and associate each item in the day with one or more needs.

**Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.**

Disease Prevention	Performance Indicators	Sample Activities
	Practice positive health behaviors to reduce the risk of disease.	Identify healthy foods and behaviors.
	Cooperate in regular health screenings, including dental examinations.	Discuss the benefits of regular health screenings and identify the locations for health care.
	Demonstrate safe care and concern toward ill persons in the family, the school, and the community.	Write a paragraph describing how to take care of a sick family member or friend.
	Describe various childhood diseases.	Describe how disease spreads and prevention actions that can be taken.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize symptoms of common illnesses.	Role-play a trip to the doctor or describe symptoms to one's parent or care giver.
	Take prescription and over-the-counter medicines properly; never taking medicine prescribed for someone else.	State the rules for medicines; 1) take medicine only if adult family members say it is okay, 2) never take medicines that are prescribed for another, and 3) never touch an unknown medicine.
	Correctly interpret instructions for taking medicine.	Given directions for taking various medicines, determine the time and amount of dosage for a 48 hour period.

**Standard:** **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Practice safe behavior when riding a bicycle. Wear a helmet when riding a bicycle.	After a discussion of bicycle safety, survey the students regarding helmet usage when cycling.
	Exercise caution when entering or crossing a street or road on a bicycle.	As a writing assignment, describe a detailed behavior sequence to be followed when entering or crossing a street or road on a bicycle.
	Avoid swerving and wrong-way riding on a bicycle.	Maintain a log and record all observed instances of swerving and wrong-way riding for one week.

	Describe first aid for a choking victim, recognize and give the universal choking sign.	Describe the signs that a person is choking and demonstrate the appropriate response on a mannequin, etc.
	Practice safe behavior in and near water.	Describe the correct procedures for dealing with a water emergency in a pool, canal, or river.
	Understand and follow rules involving possession and use of weapons at home and at school.	List the rules that apply to weapons.  Invite a law enforcement officer to discuss the procedures and rules for dealing with weapons.
	Report or obtain assistance when faced with unsafe situations.	Role-play various situations that demonstrate obtaining assistance in unsafe situations.
	Understand how to deal with emergency situations.	Brainstorm a list of emergency kit items for earthquakes, then compare it to the list published by public safety organizations.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Distinguish between helpful and harmful substances.	Given a variety of pictures from advertisements, select those that show helpful and harmful substances. Discuss what should be done with each.  Role-play assertiveness when faced with drugs or alcohol.
	Develop and use interpersonal and other communication skills, such as assertiveness, refusal, negotiation, and conflict-resolution skills to avoid the use of alcohol, tobacco, and other drugs.	In groups, identify as many reasons as possible not to use alcohol, tobacco, and other drugs.

	Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	Provided with scenarios, role-play using positive peer pressure.
	Differentiate between the use and misuse of prescription and nonprescription drugs.	
	Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.	In response to statements from the teacher that pressure one to participate in substance abuse, students supply quick, forceful answers.
	Describe social, emotional, physical, and mental health risks associated with various types of substances, including alcohol, tobacco and drugs.	Given a list of substances, prepare a chart outlining the risks for each.
	Characterize the physical and behavior aspects of dependence.	Using appropriate reference materials, describe the characteristic behaviors of dependent persons and the physical signs of dependence.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome fear of telling.	Group discussion of people who help stop abuse.
	Recognize and avoid situations that can increase risk of abuse.	Role-play various situations and correct responses.

**Unifying Idea: Respect for and promotion of the health of others.**

**Standard: Students will play a positive, active role in promoting the health of their families.**

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members.	Discuss family members and the importance of their role in the family structure.
	Understand ways to support positive family interactions, such as listening to and following directions, following rules, showing concern toward other family members, and interacting appropriately with family member.	Discuss the importance of rules and the consequences that can occur from not following established rules.
	Develop and use effective communication skills.	After discussion, role-play effective ways to ask for something, show appreciation, and interact with all family members.
	Identify feelings related to changes within the family and effectively expressing them to others in a positive way.	Discuss different kinds of change that can occur in a family and how to talk about them.
	Understand effective strategies to cope with change in the family, such as learning how to handle emotions by talking with a parent or other trusted adult about those feelings.	Role-play different situations about how to deal with family change.
	Teacher identifies and gives value to all family structures.	Discuss and affirm many family structures: grandparents, foster parents, single parents, adoptive parents, and two parents.

**Standard: Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Have knowledge of appropriate ways to make new friends.	Discuss the qualities of a good friend. “What qualities do you have that will make you a good friend?” and “What qualities do you look for in a good friend?”
	Recognize facial expression, body language, and verbal expressions that convey either acceptance of or hostility toward another.	Roll-play an encounter between two people who express either acceptance or hostility. Observers critique the role-play and demonstrate alternatives.
	Explain the value of social support.	Each student lists sources of social support for various aspects of their own life and explains the observable benefits of each.

School and Community – Based Efforts to Promote and Protect Health	Performance Indicators	Sample Activities
	Understand and follow school rules related to health.	Practice washing hands before breakfast or lunch.
	Participate in school efforts to promote, or practices that support, health food choices.	Assist class in fundraising events such as jump-rope-for-heart, or a walk-a-thon.
	Assume responsibility for helping to take care of the school, or help other students assume responsibility for such actions.	Participate on teams to assist with trash pick-up on the school grounds.
	Participate in community efforts to address local health and environmental issues.	Participate in classroom and school efforts to recycle.

**Unifying Idea: An understanding of the process of growth and development.**

**Standard:** **Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Life Cycles	Performance Indicators	Sample Activities
	Recognize the changes that occur during preadolescence.	
	Use correct terminology for body parts.	Label the body parts on a wall chart.  Make a book entitled "My Body". Include drawings and a sentence about major parts of the body.
	Develop and use effective communication skills.	Discuss effective ways to communicate with a parent or trusted adult about the body changes being experienced.
	Identify and share feelings in appropriate ways.	Identify various situations and role play the appropriate way to share the feelings related to the situation.
	Recognize the association of emotions – thoughts, feelings, and behaviors.	Reflect on the course of the day and select one pleasant and one unpleasant occurrence. State the emotions, - thoughts, feelings, and behaviors that surrounded the occurrence.

**Standard:** **Students will understand and accept individual differences in growth and development.**

Growth and Development	Performance Indicators	Sample Activities
	Demonstrate an understanding of individual differences.	Discuss and chart basic differences in the class – hair and eye color, height and weight, etc.
	Develop a realistic body image.	Discuss what a realistic body image is.

	Recognize problems associated with not having a realistic body image, including dieting and eating disorders.	List those unhealthy habits which are associated with an unrealistic body image.
	Adapt group activities to include individuals with special needs.	Discuss class games and how they can be adapted to include everybody.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Recognize one's own strengths and limitations.	List individual qualities; each student should identify those which are strengths and those which are limitations.
	Develop and use effective coping strategies including effective decision making, critical thinking, and problem solving.	Develop a chart of effective coping skills.

**Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.**

**Standard: Students will identify information, products, and services that may be helpful or harmful to their health.**

Products and Services	Performance Indicators	Sample Activities
	Identify places to obtain health and social services and learn what types of services are provided.	Discuss and identify the places to receive health care.
	Identify health care workers.	From pictures, identify health care providers and their service.

	<p>Identify consumer influences.</p>	<p>Be able to tell how the consumer is influenced by media and advertising.</p> <p>Prepare a class chart listing consumer influences and how each can affect decision making.</p>
	<p>Recognize helpful products and services.</p>	<p>Chart helpful services and products.</p> <p>Make a consumer magazine of helpful products and services.</p>
	<p>Analyze advertising for health-related procedures.</p>	<p>Given a series of advertisements for health-related products, determine if the products will meet the advertisement's claim. Rank each product as to its likelihood of fulfilling it's claim: 1 is very likely, 10 is not at all likely.</p>