

Grade 4

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-E-1: Explain relationships among physical, emotional and social health.

GLEs:

1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.

Benchmark 1-E-2: Demonstrate the relationship between healthy behaviors and personal health.

GLEs:

1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.

1-E-2.2 Explore the importance of drinking water and eating fiber to maintain a healthy digestive system.

1-E-2.3 Identify the relationship of calcium-rich foods, vitamin D, and weight-bearing physical activity to strong bones.

1-E-2.4 Identify nutrient-dense foods and high calorie foods.

Benchmark 1-E-3: Describe ways to prevent common childhood injuries and health problems.

GLEs:

1-E-3.1 Identify health problems or injuries that can be prevented or treated early.

1-E-3.2 Explain how injuries and health problems can be prevented or treated.

1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.

Benchmark 1-E-4: Describe ways in which a safe and healthy school and community environment can promote personal health.

GLEs:

1-E-4.1 List ways to promote safe routes to school (e.g., sidewalks, crossing guards).

1-E-4.2 Explain the importance of healthy food choices at school and at home.

Benchmark 1-E-5: Identify when it is important to seek health care.

GLEs:

1-E-5.1 Describe how communicable and non-communicable diseases (e.g., HIV/AIDS, diabetes, cancer, heart disease) impact the overall health of the community.

1-E-5.2 Identify when it is important to seek health care for communicable and non-communicable diseases.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

Benchmark 2-E-1: Identify the influence of culture on health practices and behaviors.

GLEs:

- 2-E-1.1 Discuss different cultural traditions in the community and how they relate to health.
- 2-E-1.2 Identify the impact of cultural influences on the community's health practices and behaviors.
- 2-E-1.3 Recognize that citizens of other countries may not have access to quality health care.

Benchmark 2-E-2: Describe how the family influences personal health practices and behaviors.

GLEs:

- 2-E-2.1 List the impact that families have on one's personal health (e.g., tobacco use, alcohol use, overeating).
- 2-E-2.2 Identify family barriers one may face in making healthy choices.

Benchmark 2-E-3: Identify how peers can influence healthy and unhealthy behaviors.

GLEs:

- 2-E-3.1 Identify ways to avoid negative peer pressure and practice positive health behaviors.
- 2-E-3.2 Model positive peer leadership skills that lead to good health behaviors.

Benchmark 2-E-4: Describe how the school and community can support personal health practices and behaviors.

GLEs:

- 2-E-4.1 Identify school and community support groups (e.g., peer leadership teams, Boy/Girl Scouts).
- 2-E-4.2 List how support groups influence one's personal health practices and behaviors.

Benchmark 2-E-5: Explain how media influence thoughts, feeling, and health behaviors.

GLEs:

- 2-E-5.1 List strategies to create a media PSA that impacts making positive health choices.
- 2-E-5.2 Identify the negative impact media may have on personal health choices.

Benchmark 2-E-6: Discuss ways that technology can influence personal health.

GLEs:

- 2-E-6.1 Identify the positive and negative impacts that technology can have on making health choices.
- 2-E-6.2 List ways that technology can be used to influence positive health choices.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-E-1: Identify characteristics of valid health information, products, and services.

GLEs:

- 3-E-1.1 Identify valid sources of health information.
- 3-E-1.2 List the importance in securing correct health information as it relates to personal health.
- 3-E-1.3 Define health “misinformation.”

Benchmark 3-E-2: Locate resources from home, school, and community that provide valid health information.

GLEs:

- 3-E-2.1 Identify ways to best utilize those resources identified in the home, school, and the community.
- 3-E-2.2 Identify key concepts of nutrition food labels.
- 3-E-2.3 Determine sugar and fat content of selected foods and beverages.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-E-1: Compare effective verbal and non-verbal communication skills to enhance health.

GLE:

- 4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.

Benchmark 4-E-2: Demonstrate refusal skills to avoid or reduce health risks.

GLEs:

- 4-E-2.1 Explain how to apply refusal skills to a health risk situation.
- 4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.

Benchmark 4-E-3: Adopt non-violent strategies to manage or resolve conflict.

GLEs:

- 4-E-3.1 Demonstrate through role play effective conflict resolution strategies.
- 4-E-3.2 Discuss strategies to prevent bullying.

Benchmark 4-E-4: Demonstrate how to ask for assistance to enhance personal health.

GLEs:

- 4-E-4.1 Identify situations where personal health assistance may be required.
- 4-E-4.2 Demonstrate how to seek personal health assistance from a trusted adult.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-E-1: Illustrate the outcomes of a health-related decision.

GLEs:

5-E-1.1 List the potential short-term and long-term outcomes that can occur when making a health-related decision.

5-E-1.2 Choose a healthy option when making a decision.

5-E-1.3 Use MyPyramid to evaluate daily food choices in meeting nutrition requirements.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-E-1: Define and discuss a personal health goal.

GLEs:

6-E-1.1 Identify resources to assist in achieving a personal health goal.

6-E-1.2 Monitor personal progress toward goals that address healthy eating and physical activity.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-E-1: Examine personal health behaviors.

GLEs:

7-E-1.1 Discuss how healthy and unhealthy habits influence our health.

7-E-1.2 Demonstrate a positive health behavior.

7-E-1.3 Develop a daily log of individual caloric intake and energy expenditure.

Benchmark 7-E-2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

GLEs:

7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.

7-E-2.2 Based upon current research-based guidelines, select healthy snacks.

Benchmark 7-E-3: Demonstrate a variety of behaviors that avoid or reduce health risks.

GLE:

7-E-3.1 Journal about individual behaviors that avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 8-E-1: Identify and describe community and school health service providers and their function.

GLEs:

8-E-1.1 List the importance of having school health providers.

8-E-1.2 Identify barriers to accessing community and school health providers.

Benchmark 8-E-2: Encourage others to make positive health choices.

GLE:

8-E-2.1 Discuss the impact, on others, of not making positive health choices.