

# 4<sup>th</sup> Grade Health

**Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

*Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
<b>N.1.5.2</b> Identify examples of emotional, intellectual, physical, and social health.	Students will: <ul style="list-style-type: none"> <li>Differentiate between emotional, intellectual (mental), physical, and social health</li> </ul>	Emotional, Mental and Social Health	Classify and provide examples for each aspect of health <ul style="list-style-type: none"> <li>Emotional (calling names hurts feelings)</li> <li>Intellectual (read instead of watching movies)</li> <li>Physical (active play, exercise)</li> </ul>
<b>A.2</b> Understand how the human body is affected by behaviors related to personal hygiene.	Students will: Identify personal responsibility for hygiene that promotes health and wellbeing	Personal Health and Wellness	<ul style="list-style-type: none"> <li>List ways to prevent communicable diseases</li> </ul>
<b>L</b> Identify strategies to meet nutritional needs and support a balanced diet.	Students will: <ul style="list-style-type: none"> <li>Describe strategies to consume recommended portions from each food group to meet individual nutrient needs</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>Create and present a meal plan for a day <a href="#">Choose My Plate</a></li> <li>Energy centers (e.g., how many jumping jacks to burn the calories in a candy bar)</li> <li>Research - what is a “serving size” or “portion”</li> </ul>
<b>L</b> Understand the concept of a balanced, healthy lifestyle.	Students will: <ul style="list-style-type: none"> <li>Describe the relationship between physical activity, sleep, and nutrition as important components of balanced health</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>Brainstorm cause and effect of balanced and unbalanced health components</li> <li>Discuss strategies people use to incorporate physical activity, sleep, and nutrition into daily routine</li> </ul>

**Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

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Standard	Objective	Topic	Examples
<b>N.2.5.1</b> Describe how family influences personal health practices and behaviors.	Students will: <ul style="list-style-type: none"> <li>Explain how family and peers can influence decisions about using tobacco, alcohol, and drugs (TAD)</li> <li>Discuss how decisions about substance use and nonuse might impact relationships</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Identify and discuss “implied persuasive influences” (influence based on relationship to self)</li> <li>Make chart illustrating family members and their potential influence, both healthy and unhealthy</li> </ul>

N.2.5.2 Identify the influence of culture on health practices and behaviors.	Students will: <ul style="list-style-type: none"> <li>List a variety of cultural events and types of health practices and behaviors found in each</li> </ul>	Community Health	<ul style="list-style-type: none"> <li>Gym – Lots of activities, healthy food</li> <li>Sports – Beverages, junk food</li> <li>Religious – Potlucks, cakes, donuts (social)</li> <li>Ethnic – Cultural foods, activities, celebrations</li> </ul>
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**Instructional Focus Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** Effective communication enhances personal, family, and community health. This instructional focus focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.  
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Standard	Objective	Topic	Examples
N.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	Students will: <ul style="list-style-type: none"> <li>Compare effective verbal and non-verbal communication skills to enhance health</li> </ul>	Emotional, Mental and Social Health	<ul style="list-style-type: none"> <li>Students will role-play verbal and non-verbal refusal skills in social environments in order to make healthy choices.</li> </ul>
N.4.5.2 Demonstrate refusal skills that avoid or reduce health risks.	Students will: <ul style="list-style-type: none"> <li>List health risk factors and corresponding refusal skills</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Create and present scenarios that utilize refusal skills to avoid engaging in risky behaviors.</li> </ul>

**Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health.** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This instructional focus includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.  
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Standard	Objective	Topic	Examples
N.5.5.1 Identify health-related situations that might require a thoughtful decision.	Students will: <ul style="list-style-type: none"> <li>Create positive statements for different situations</li> </ul>	Emotional, Mental and Social Health	<ul style="list-style-type: none"> <li>Students create poster campaign to be proactive displaying examples of good decisions.</li> </ul>
N.5.5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Students will: <ul style="list-style-type: none"> <li>Identify situations that threaten personal safety</li> <li>Distinguish between safe and unsafe touches and secrets</li> <li>Explain how tobacco, vaping, cannabis, alcohol, and drugs are harmful to the body</li> </ul>	Safety and Prevention	<ul style="list-style-type: none"> <li>Practice refusal skills to avoid risky situations involving personal safety</li> <li>Identify trusted adults</li> <li>Alaska Safe Children’s Act</li> </ul>
N.5.5.6 Describe the outcomes of a health-related decision.	Students will: <ul style="list-style-type: none"> <li>Create a flowchart describing outcomes of a health-related decision</li> </ul>	Emotional, Mental and Social Health	<ul style="list-style-type: none"> <li>Students produce flowchart with varying outcomes for each decision.</li> </ul>

**Instructional Focus Six: Students will demonstrate the ability to use goal-setting skills to enhance health.** Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This instructional focus includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

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Standard	Objective	Topic	Examples
N.6.5.1 Set a personal health goal and track progress toward its achievement.	Students will: <ul style="list-style-type: none"> <li>Set and track a nutritional, activity, and/or sleep goal to improve personal health</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>Use SMART goals worksheet</li> </ul>

**Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

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Standard	Objective	Topic	Examples
N.7.5.1 Identify responsible personal health behaviors.	Students will: <ul style="list-style-type: none"> <li>Describe physical changes that occur during puberty and hygiene needs associated with change</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Human Growth and Development lessons by Marsh Media: Meet the New You for Boys and Meet the New You for Girls</li> <li>Assemble (or illustrate) an overnight bag with everything needed to overnight away from home               <ul style="list-style-type: none"> <li>Cleansing products (soap, shampoo, etc.)</li> <li>Deodorant</li> <li>Feminine products</li> <li>Pajamas</li> </ul> </li> </ul>

**Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health.** Advocacy skills help students promote healthy norms and healthy behaviors. This instructional focus helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

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Standard	Objective	Topic	Examples
N.8.5.2 Encourage others to make positive health choices.	Students will: <ul style="list-style-type: none"> <li>Analyze various strategies to encourage healthy choices for others</li> </ul>	Emotional, Mental and Social Health	<ul style="list-style-type: none"> <li>Think-Pair-Share ways to convince others to live a healthy lifestyle.</li> <li>Brainstorm and create drink/food/activity posters or advertisements</li> </ul>