

4th Grade – Health Curriculum

Revised 2022

Unit A: Mental, Emotional, Family, and Social Health
(2.1.5.EH.1-4, 2.1.5SSH.1-7, 2.1.5CHSS.3, 2.3.5HCDM.1-3, 22.2.5 LF.1, 2.1.5.EH.3)

Chapter 1 Mental and Emotional Health

Objectives

- Explain how total health reduces health risks
- Identify ways to improve health and wellness
- Describe the importance of practicing healthful behaviors
- Describe a healthy personality
- Identify the six parts of good character
- Explain how to use self-statements as a reminder of the responsible way to act
- Describe the difference between a responsible and wrong decision
- Identify factors that influence decisions
- List and apply the steps to making responsible decisions
- Describe ways to have a healthy self-concept
- Describe how to set and achieve short-term and long-term goals
- Identify different kinds of emotions
- Describe healthful ways to express emotions
- Explain healthful ways to prevent boredom
- Describe how the body responds to stress
- Explain ways to manage stress
- Explain the health benefits of a positive attitude
- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Supplementary Resource You Are Enough by Sofia Sanchez

Chapter 2 Family and Social Health

Objectives

- Describe how to show respect in relationships
- Identify healthful ways to communicate with others
- List ways to help others be healthy
- Define self-control
- List strategies for controlling angry feelings
- Describe ways to stay away from fights
- Explain the importance of being close to family members
- Describe how family affects health
- Describe ways that family members work together
- Explain how a family adjusts to change
- Describe ways to adjust if parents separate or divorce
- Describe how families adjust to new family members

4th Grade – Health Curriculum

- List actions of true friends
- Explain how to use resistance skills
- Identify the influence peers can have on character
- Describe healthful ways to make friends
- List actions to take when you feel left out
- Describe what to do when others try to harm you

Extended Activities

1. Have students work together in small groups to write a rap song describing the six traits of good character. Ask the groups to perform their raps in class.
2. Have each student write a letter to a family member describing the steps to making responsible decisions. You may even have students write a thank you note to the individual for being a positive influence

Gifted and Talented Activities

1. Invite students to imagine that they have just met a student from a foreign country who has a unique personality trait, such as bowing shoulders to elders or covering his or her mouth when laughing. Have students write a story about how these traits differ from theirs.
2. Have students make a flow chart illustrating the steps to making responsible decisions. Display the graphics around the room to reinforce key lesson concepts

Unit B: Growth and Nutrition

(2.15.PGD.1-5, 2.2.5.5.N.1-3, 2.2.5MSC.2, 2.2.5. PF.1, 2.25LF.1, 2.15.SSH.1-3)

Chapter 3 Growth and Development

Objectives

- Describe how the human body is organized
- Explain how the body systems work together
- Describe the structure and function of the skeletal system and how to keep the bones strong
- Describe the structure and function of the muscular system and how to keep muscles strong and flexible
- Describe the structure and function of the skin and behaviors that protect it
- Describe the structure and function of the digestive system and behaviors that will protect it
- Describe the structure and function of the circulatory system and behaviors that will protect it
- Describe the structure and function of the respiratory system and behaviors that will protect it
- Describe the structure and function of the nervous system and the behaviors that will protect it
- List the factors that affect growth
- Describe ways that you have changed since birth and how you are changing during childhood
- Explain why you are unique
- Identify different ways in which people learn
- Identify ways to show and promote respect for all people and acceptance of differences.

4th Grade – Health Curriculum

Chapter 4 Nutrition

Objectives

- List the important nutrients
- Describe energy sources for the body
- Explain why your body needs water, vitamins and minerals
- List the groups in MyPyramid and their recommended amounts
- List ways to follow the Dietary Guidelines
- Identify healthful ways to eat
- Describe how table manners help keep you safe
- Explain the importance of reading food labels
- Identify appeals found in food ads
- Explain how to eat healthful at fast-food restaurants
- Describe a balanced diet
- Explain how to choose healthful foods
- Explain why you need to eat healthful breakfast
- Identify ways to compare meals at fast-food restaurants
- Identify ways people may adversely react to foods
- Explain ways to prevent food borne illness
- Explain how to balance food intake with physical activity
- Identify ways to maintain a healthful weight

Extended Activities

1. Have students explore the range of motion allowed by the knee or another joint in the body. Then ask them to find an everyday object or machine that has a similar motion.
2. Help students visualize the length of each stage of the life cycle in relation to the length of an average human life. Distribute long pieces of adding machine paper and ask students to write the numbers 1-80. Then have students label the years that correspond to each stage of the life cycle.

Gifted and Talented Activities

1. Ask students to relate the types of motions allowed by different joints in the body by specific movements in sports such as pitching or swimming strokes. Ask students to summarize their findings in an illustrated poster or chart.
2. Ask students to make a Venn diagram to compare the qualities of childhood and adulthood.

Unit C: Personal Health and Safety (2.2.5.MSC.2, 2.2.5.PF.1-5, 2.2.5.LF.1-2, 2.2.5.N.1-3, 2.3.5.PS.1-6, 2.3)

4th Grade – Health Curriculum

Chapter 5 Personal Health and Physical Activity

Objectives

- List the role of each member of your health-care team
- Describe ways to take care of your eyes
- Describe ways to take care of your ears
- Describe the structure and function of teeth
- List ways to care for teeth and gums
- Describe ways to protect teeth against injury
- Explain how to choose grooming products
- Identify ways the media tries to influence health behaviors
- List ways to care for skin, hair, and nails
- Describe the physical, mental, and social benefits of physical activity
- **Explain why you need each of the five kinds of physical fitness**
- **List fitness skills you can use when playing sports and games**
- **List tests that measure fitness**
- **Identify five exercises involved in a fitness test**
- **Describe the difference between aerobic and anaerobic exercise**
- **Identify lifetime sports you can enjoy now**
- **Explain the importance of taking responsibility for developing and maintaining a personal fitness plan**
- **Explain how you can be a good sport and a good teammate**
- **Identify ways to be safe when you exercise and play sports**
- **Describe how sleep affects performance**

Chapter 6 Violence and Injury Prevention

Objectives

- List safety rules to prevent falls
- List safety rules to follow in case of fire
- Describe the elements of a family fire escape plan
- List ways to prevent poisoning
- List safety rules in case of an earthquake
- List safety rules to follow for walking
- List safety rules to follow for swimming
- List safety rules to follow in the water
- Explain how personal flotation devices and HELP and huddle methods prevent drowning
- List ways to stay safe in cold and hot weather, thunderstorms, tornadoes and floods
- List safety rules for riding a bike or a scooter
- Identify the meaning of different safety signs that are posted on roads
- List safety rules for skating
- List safety rules for riding in a car and a bus

4th Grade – Health Curriculum

- List ways to stay safe from strangers at home and in the community
- Describe what to do if you get an unsafe touch and ways to recover from violence
- Explain safety rules to prevent injury from guns and knives
- List safety rules to protect yourself from violence
- List reasons to stay away from gangs
- Name ways to avoid gangs
- Describe how to put together a first aid kit with a parent or guardian
- Describe what an emergency alert is
- Explain when and how to call for emergency help
- Describe how to administer first aid for small cuts, deep cuts, scrapes, and nosebleeds
- Describe first aid for sprains, burns, and choking
- Describe first aid for rashes from plants and insects

Extended Activities

1. Have students draw a comic strip that prepares a child for a doctor's appointment and could be read while waiting for a check up. Ask them to include tips for staying calm at the health provider's office.
2. Have students create posters for each of the tests in the President's Challenge. Have each poster identify the area of the fitness the test measures.

Gifted and Talented Activities

1. Have students draw a type of eye protection that they would enjoy wearing, for example sunglasses or safety glasses for sports. Then have them design a magazine ad that would explain the benefits of their product.
2. Have students design their own fitness test that measures the different types of skill-related fitness presented in the previous lesson. Include a way to measure each type of fitness skill and awards for participation. Have students share their work with the rest of the class.

Unit D: Drugs and Disease Prevention (2.3.5 ATD.1-3, 2.3.5. DSDT.1-5)

Chapter 7 Alcohol, Tobacco and Other Drugs

- List safety rules for taking prescription drugs
- Name safety rules for taking over-the-counter drugs
- Identify ways to prevent drug misuse
- Identify ways to prevent abuse
- Describe ways that alcohol harms physical health, mental and emotional health, and family and social health
- List ten reasons to say "no" to drinking alcohol
- Describe types of help available to someone who has a drinking problem
- List ways smoking tobacco harms health
- Explain ways secondhand smoke harms health
- List five reasons to say "no" to tobacco use
- Describe how to quit tobacco use
- Describe ways marijuana harms health

4th Grade – Health Curriculum

- Identify ways that the misuse or abuse of stimulants and depressants harms health
- Explain why it is harmful to abuse inhalants and steroids
- List ten reasons to say “no” to drug abuse
- Name protective factors that help you say “no” to abusing drugs
- Describe ways to get help for people who abuse drugs

Chapter 8 Communicable and Chronic Diseases

- List kinds of pathogens that cause disease
- Name ways that pathogens enter the body
- Describe habits that keep germs from spreading
- Explain how the body’s defenses work
- List habits that help protect you from diseases spread by pathogens
- List symptoms of communicable diseases
- List treatments for communicable disease
- List the cause, symptoms, and treatment for some common childhood illnesses
- Describe ways to control diabetes and reduce the risk of type 2 diabetes
- List causes of chronic diseases
- Describe causes of allergies and ways to reduce the risk of allergy attacks
- Describe ways to reduce triggers for asthma
- Define heart disease
- Explain what causes a heart attack
- List ways to reduce the risk of heart disease and premature heart attack
- List ways to reduce the risk of skin cancer
- List ways to reduce the risk of lung cancer
- List ways to reduce the risk of colon cancer

Extended Activities

1. Have students make a three-column chart, filling columns one and two as above. Then have them use column three to explain the importance of each item in the label.
2. Ask students to use facts from this lesson about the effects of alcohol to design an ad aimed at persuading young people not to drink

Gifted and Talented Activities

1. Have students produce a skit showing healthful behaviors when taking prescription drugs.
2. Have students write a poem or story about a young person feeling pressured to drink. Have the poem or story give young people advice about the many harmful effects of alcohol, along with what to do or say in order to handle the situation using communication and refusal skills

Unit E: Community and Environmental Health (2.15.CHSS.1-2, 2.2.5. LF.5)

4th Grade – Health Curriculum

Chapter 9 Consumer and Community Health

- Explain the purpose of advertisements and commercials
- Identify how to check out media messages
- Describe how to make responsible choices about health-care products and services
- Describe responsible ways to spend money
- Describe responsible ways to spend time
- Explain how to choose healthful entertainment
- List places where health helpers work in the community
- List health careers that benefit the community

Chapter 10 Environmental Health

- Define environment
- Identify kinds of land, air, and water pollution
- Explain the harmful effects of noise pollution
- Describe ways to keep your school and community environment friendly
- Explain how to keep land clean and safe
- Identify easy to keep the air clean and safe
- Describe ways to keep water clean and safe
- Describe ways to save water
- List ways to reduce, recycle, and reuse
- Describe ways to save energy

Extended Activities

1. Ask students to choose and if possible record a television that provides a positive, responsible message. Have students give a short oral presentation in class explaining why they chose the ad.
2. Tell students to analyze their income and expenses over a period of 2-3 weeks and make a budget, following the guidelines in the text

Gifted and Talented Activities

1. Have each student think of an object or service that helps keep people healthy. Instruct students to write a radio commercial that encourages others to use that product or service.
2. Invite students to use a computer spreadsheet to set up a budget form. Tell students to write a set of instructions that explains to others how to use it. Ask them to encourage others to use the form.