

HEALTH

GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH

It is expected that students will:

- (4) 1.1 describe the components of physical fitness and benefits to personal health
 - cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
 - body composition
- (4) 1.2 define conflict; design a plan for healthy conflict resolution using various role playing scenarios
- (4) 1.3 demonstrate and analyze the need for acceptable social skills with others
 - following instructions
 - accepting criticism
 - accepting “no” for an answer
 - asking for help
 - asking permission
 - getting along with others
 - apologizing
 - introducing yourself

HEALTH GRADE FOUR (continued)

- being honest
 - listening to others
- (4) 1.4 apply decision-making processes to resolve identified health issues and problems
- (4) 1.5 set an individual health goal and identify the steps necessary to achieve it

NUTRITION

It is expected that students will:

- (4)3.1 plan healthy meals and snacks, including the importance of serving size [NS 1.3.2]

GROWTH AND DEVELOPMENT

It is expected that students will:

- (4) 2.1 identify and describe body systems which work closely together
- digestive and excretory

NUTRITION

It is expected that students will:

- (4) 3.1 locate basic nutritional information found on food labels as part of a balanced diet
- (4) 3.2 plan healthy meals and snacks, including the importance of serving size by using the food pyramid and nutritional information as a guide
- (4) 3.3 plan a healthy menu emphasizing ethnic foods
- (4) 3.4 create an exercise plan based on the components of a healthy lifestyle
- staying flexible
 - staying hydrated
 - having fun
 - getting enough sleep
 - getting 30 minutes of physical activity a day

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

- (4) 4.1 identify the general effects of drugs on various body systems
- respiratory system
 - nervous system
 - cardiovascular system
- (4) 4.2 predict how decisions regarding substance use and abuse have consequences for self and others
- (4) 4.3 demonstrate persuasive techniques used in advertising and discuss the impact on the consumer
- role play scenarios
 - create own “infomercials”
 - write reflective pieces how the consumer felt
- (4) 4.4 describe and practice drug refusal skills by role playing situations

HEALTH GRADE FOUR (continued)

SAFETY

It is expected that students will:

- (4) 5.1 identify procedures for obtaining help in an emergency situation; develop a step by step emergency plan
- (4) 5.2 recognize hazards found in the home, school, and community, and identify safety strategies when hazards are nearby
 - automobiles
 - guns/knives
 - weapons
 - flood channels
 - old buildings/vacant homes
 - mine shafts
 - read safety signs
 - look for potential hazards
 - do not answer the door when home alone
 - be aware of poisonous plants and animals
- (4) 5.3 describe and practice refusal skills when confronted with a dangerous situation
- (4) 5.4 describe basic first aid procedures and responses to common emergencies

DISEASE PREVENTION

It is expected that students will:

- (4) 6.1 discuss preventive health care strategies and disease prevention; apply a decision making process for disease prevention
 - do not touch blood or blood products
 - do not share makeup, drinks, or hair brushes
- (4) 6.2 describe how decisions regarding health behaviors can prevent disease and promote good health
- (4) 6.3 describe positive and negative effects of stress and demonstrate relaxation strategies
- (4) 6.4 identify variety of school and community health care programs and services to enhance health
 - school nurse
 - school counselor
 - Southern Nevada Health District
- (4) 6.4.A describe ways technology can influence health care

ENVIRONMENT/CONSUMER HEALTH

It is expected that students will:

- (4) 7.1 discuss how various community resources work cooperatively and productively together to enhance the environment
- (4) 7.2 examine how individuals accept responsibility for taking care of the school and community environment

HEALTH GRADE FOUR (continued)

- (4) 7.3 describe various persuasive techniques used in advertising to sell products
- (4) 7.4 practice strategies to protect oneself against the environmental elements