

**Stage 1 – Desired Results**

Related standard(s):

2.1.4.A.1

2.1.4.A.2

2.1.4.B.1

2.1.4.B.2

2.1.4.B.3

2.1.4.B.4

2.1.4.C.1

2.1.4.C.2

2.1.4.C.3

2.1.4.D.1

2.1.4.D.2

2.1.4.D.3

2.1.4.D.4

2.1.4.E.1

2.1.4.E.2

2.1.4.E.3

2.1.4.E.4

**Transfer**

*Students will be able to independently use their learning to...*

- Support a healthy, active lifestyle.

**Meaning****Enduring Understandings (EUs)**

*Students will understand that...*

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.
- Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.

**Essential Questions (EQs)**

*Students will keep considering...*

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- How are food choices influenced by culture and tradition?
- What role does family, peers, and the media have on food choices now and throughout life?

### Grade Level Benchmarks

Knowledge	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The dimensions of wellness are interrelated and impact overall personal well-being.</li> <li>• Choosing a balanced variety of nutritious foods contributes to wellness.</li> <li>• The use of disease prevention strategies in home, school, and community promotes personal health.</li> <li>• Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>• Applying first-aid procedures can minimize injury and save lives.</li> <li>• Many factors at home, school, and in the community impact social and emotional health.</li> <li>• Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> <li>• Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• Interpret food product labels based on nutritional content.</li> <li>• Explain how most diseases and health conditions are preventable.</li> <li>• Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</li> <li>• Explain how mental health impacts one's wellness.</li> <li>• Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> <li>• Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</li> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul>

COURSE: Health Education

LEVEL: Grade 4

UNIT/FOCUS: Integrated Skills

## Stage 1 - Desired Results

Related standard(s):

2.2.4.A.1  
2.2.4.A.2  
2.2.4.B.1  
2.2.4.B.2  
2.2.4.B.3  
2.2.4.B.4  
2.2.4.C.1  
2.2.4.C.2  
2.2.4.C.3  
2.2.4.D.1  
2.2.4.E.1  
2.2.4.E.2

### Transfer

*Students will be able to independently use their learning to...*

- Use personal and interpersonal skills to support a healthy, active lifestyle.

### Meaning

#### Enduring Understandings (EUs)

*Students will understand that...*

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

#### Essential Questions (EQs)

*Students will keep considering...*

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?

### Grade Level Benchmarks

#### Knowledge

*Students will know...*

- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision-making process.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

#### Skills

*Students will be able to...*

- Demonstrate effective interpersonal communication in health- and safety-related situations.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Use the decision-making process when addressing health-related issues.
- Differentiate between situations when a health-related decision should be made independently or with the help of others.
- Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- Develop a personal health goal and track progress.
- Determine how an individual's character develops over time and impacts personal health.
- Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- Explain when and how to seek help when experiencing a health problem.

COURSE: Health Education

LEVEL: Grade 4

UNIT/FOCUS: Drugs and Medicine

## Stage 1 - Desired Results

Related standard(s):

2.3.4.A.1  
2.3.4.A.2  
2.3.4.B.1  
2.3.4.B.2  
2.3.4.B.3  
2.3.4.B.4  
2.3.4.B.5  
2.3.4.C.1  
2.3.4.C.2  
2.3.4.C.3

### Transfer

*Students will be able to independently use their learning to...*

- Use knowledge of alcohol, tobacco, other drugs, and medicines, to support a healthy, active lifestyle.

### Meaning

#### Enduring Understandings (EUs)

*Students will understand that...*

- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

#### Essential Questions (EQs)

*Students will keep considering...*

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

### Grade Level Benchmarks

#### Knowledge

*Students will know...*

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.

#### Skills

*Students will be able to...*

- Distinguish between over-the-counter and prescription medicines.
- Determine possible side effects of common types of medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short- and long-term physical effects of all types of tobacco use.
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Identify the short- and long-term physical effects of inhaling certain substances.
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Differentiate between drug use, abuse, and misuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

COURSE: Health Education

LEVEL: Grade 4

UNIT/FOCUS: Human Relationships and Sexuality

## Stage 1 - Desired Results

Related standard(s):

2.4.4.A.1  
2.4.4.A.2  
2.4.4.B.1  
2.4.4.C.1  
2.4.4.C.2

### Transfer

*Students will be able to independently use their learning to...*

- Use knowledge of physical, emotional, and social aspects of human relationships and sexuality to support a healthy, active lifestyle.

### Meaning

#### Enduring Understandings (EUs)

*Students will understand that...*

- Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

#### Essential Questions (EQs)

*Students will keep considering...*

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

## Grade Level Benchmarks

### Knowledge

*Students will know...*

- The family unit encompasses the diversity of family forms in contemporary society.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- The health of the birth mother impacts the development of the fetus.

### Skills

*Students will be able to...*

- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- Relate the health of the birth mother to the development of a healthy fetus.