

Health Education: Grade 4

In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

HESK Health Literacy Skills

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

HESK1: access valid health information;

HESK2: analyze influences on health;

HESK3: practice health-enhancing behavior;

HESK4: use interpersonal communications skills to enhance health;

HESK5: use goal setting and decision making skills to enhance health; and

HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standards:

HE1a: explain the habits of a healthful lifestyle (e.g., exercise, good nutrition, adequate rest, fluids, stress management, and sleep); and

HE1b: identify the difference between communicable and noncommunicable diseases.

Strand:

HE2 Safety and Injury Prevention

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

HE2a: identify school and community resources for first aid and safety training;

HE2b: analyze options for being safe on the move (i.e., walking, pedestrian behaviors, roller blade and bicycle safety);

HE2c: distinguish between violent and nonviolent behaviors; and

HE2d: identify ways one could help in specific emergency situations in the home, at school, or in the community (i.e., unconsciousness, bleeding, and choking).

Strand:

HE3 Nutrition and Physical Activity

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

HE3a: distinguish the nutritional concepts of variety, balance, moderation, and serving quantity;

HE3b: create a balanced personal one-day menu;

HE3c: explain the relationship between nutrients and calories in healthful eating; and

HE3d: list the benefits of daily physical activity.

Strand

HE4 Mental Health

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

HE4a: identify methods of stress management;

HE4b: identify appropriate coping behaviors to deal with the demands of daily living;

HE4c: identify factors that contribute to the development of positive self-image; and

HE4d: demonstrate skills and strategies used in conflict situations.

Strand

HE5 Alcohol, Tobacco, and Other Drugs

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standards:

HE5a: explain the consequences of using tobacco products;

HE5b: identify products that are harmful if inhaled; and

HE5c: define chemical dependency.

Strand

HE6 Family Life and Human Sexuality

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

HE6a: describe physical and emotional changes that occur in puberty;

HE6b: identify the stages of growth that occur during the human life cycle; and

HE6c: summarize personal benefits of having friends.