

HEALTH (Grade 4) | Curriculum Map

SUMMARY: The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle. Health curriculum is taught explicitly and often is integrated with other instruction by the classroom teacher (i.e., English language arts, math, social studies, and science). Health instruction also is provided by the P.E. teacher, school counselor, and school nurse.

KEY CONCEPTS	National Standards <for grade band of 3-5>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
<p>Healthy Choices</p>	<p>National Health Education Standards (2007): 1.5.1. Describe the relationship between healthy behaviors and personal health. 1.5.2. Identify examples of emotional, intellectual, physical, and social health. 1.5.5. Describe when it is important to seek health care. 3.5.1. Identify characteristics of valid health information, products, and services 3.5.2. Locate resources from home, school, and community that provide health information. 7.5.1. Identify responsible personal health behaviors. 7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>Harmful effects of drugs Prescription opioid abuse prevention</p>	<ul style="list-style-type: none"> ▪ Define what is meant by legal and illegal drugs and their effects on the body. ▪ Recognize the influences on drug use (e.g., friends, media). ▪ Identify reasons not to use or share drugs (e.g., ADHD medications). ▪ State why saying no to peers may be necessary to make healthy decisions.
<p>Wellness (Nutrition, Physical)</p>	<p>National Health Education Standards (2007): 1.5.3. Describe ways in which safe and healthy school and community environments can promote personal health.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> ▪ Explain why exercise is good for the body. ▪ Explain how food companies persuade kids and adults to purchase and eat their food.

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	<p>1.5.4. Describe ways to prevent common childhood injuries and health problems.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>		<ul style="list-style-type: none"> ▪ Describe how to follow dietary guidelines for eating healthy. ▪ Understand that germs cause disease. ▪ Describe how germs are spread. ▪ State ways to avoid spreading germs. ▪ Explain the function of the “body’s defenses.” ▪ Recognize symptoms and know how to prevent/treat communicable diseases (i.e., cold, flu, sore throat, head lice).
<p>Personal Safety</p>	<p><u>National Health Education Standards (2007):</u></p> <p>7.5.1. Identify responsible personal health behaviors.</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>Personal safety and assault prevention</p> <p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal safety and assault prevention upon written request from the student’s parent or guardian.</i></p>	<ul style="list-style-type: none"> ▪ Know and follow correct procedures/protocols for fire, tornado and safety drills. ▪ Know school safety rules, including rules regarding weapons on school property. ▪ Understand the importance of password creation and security. ▪ Demonstrate personal safety strategies (i.e., walk away from strangers; avoid playing in deserted places; inform parents of whereabouts). ▪ Differentiate between words or touching that is comfortable and uncomfortable. ▪ Demonstrate ways to respond when someone or something online causes discomfort or is inappropriate (i.e., tell a trusted adult; don’t respond; log off; privacy settings).
<p>Bullying</p>	<p><u>National Health Education Standards (2007):</u></p> <p>4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills that avoid or reduce health risks.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> ▪ Know the definition of bullying (i.e., physical, verbal, social, and cyber – repeated with intention to harm). ▪ Describe the differences between teasing and bullying. ▪ Determine strategies to respond to teasing and mean moments.

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	<p>4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>		<ul style="list-style-type: none"> ▪ Use strategies for handling a bullying situation (e.g., using assertive words, joining supportive group of peers, telling a trusted adult). ▪ Describe ways to be a positive bystander to teasing and bullying.
Healthy Relationships	<p><u>National Health Education Standards (2007):</u></p> <p>4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>	Personal safety and assault prevention	<ul style="list-style-type: none"> ▪ Know and practice strategies to make and keep friendships. ▪ Demonstrate ways to express feelings, needs and wants. ▪ Know how peer pressure can be positive and negative. ▪ Describe strategies for responding to negative peer pressure.
Work Habits; Leadership Skills; Positive Mindset	<p><u>National Health Education Standards (2007):</u></p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal.</p>	N/A	<ul style="list-style-type: none"> ▪ Know how to set goals. ▪ Use decision-making strategies to reach goals. ▪ Know work habits that help with school tasks that promote learning and work skills (e.g., team work, organization, use of time). ▪ Demonstrate good listening skills and team work when working in a group. ▪ Identify qualities of a good leader. ▪ Demonstrate leadership skills. ▪ Know how a positive mindset is helpful.

District Instructional Resources:

Health Promotion Wave / Ultimate Teacher Resource (ISBN 1-57239-400-5). Includes teacher manual and curriculum CD in PDF format:

- Student and Parent Component Activities
- Evaluations and Assessments
- Color Slides/Transparencies
- Skill-Based Activity Game Cards

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (elementary lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

Suggested Literature for Health Education Integrations:

Be a Friend: Children Who Live with HIV Speak by Lori S. Wiener and Philip A. Pizzo

The Chocolate Touch by Patrick Skene Catling and Margot Apple

Did You Hear? A Story about Gossip by Frank J. Sileo

Every Living Thing by Cynthia Rylant

Fourth Grade Rats by Jerry Spinelli

Gregory the Terrible Eater by Mitchell Sharmat

Hear Your Heart by Paul Showers and Holly Keller

Just Kidding by Trudy Ludwig

Ramona and Her Father by Beverly Cleary

Sadako and the Thousand Paper Cranes by Eleanor Coerr

Tales of a Fourth Grade Nothing by Judy Blume

Two by Kathryn Otoshi

The Weird Series by Erin Frankel

What Do You Do with a Problem by Kobi Yamada

Where Does the Garbage Go? by Paul Showers

Alignment Documents:

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). K-6 health education curriculum/Ohio legislative requirements – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

Other Resources:

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.