

Fourth Grade

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

Fourth grade students should learn to identify indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. The Suggested Objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Fourth Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (PH, C, D, N)

- a. Identify a relationship between health behaviors and individual well-being.
- b. Distinguish between communicable and non-communicable diseases.
- c. Identify and practice strategies to reduce the spreading of germs.
- d. Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).

2. Demonstrate the ability to obtain valid health information and health-promoting products and services. (C, F, D, CH, N)

- a. Demonstrate the ability to locate resources from home, school and community that provide valid health information.
- b. Distinguish between fact and opinion in health information.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (D, S, M)

- a. Compare various factors influencing health.
- b. Illustrate safety and injury prevention techniques.
- c. Distinguish between drug use and misuse.

4. Analyze the influence of culture, media, technology, and other factors on health. (PH, CH, C)

- a. Identify advertising techniques used in marketing health related products.
- b. Explore differences in cultural diets.
- c. Analyze ways health care technology can enhance personal health.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, M, HG, F)**
 - a. Apply a decision-making process to address personal health issues and problems.
 - b. Identify ways (e.g., compassion, encouragement) to be sensitive to the feelings of others to include disabled and chronically-ill persons.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (PH, F, M, D)**
 - a. Investigate the effects of exercise on well-being.
 - b. Explain the impact of drug abuse on the individual, family, and community.
 - c. Identify factors that influence decision-making.
 - d. Identify proper ways to achieve health goals.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (F, H, C, N)**
 - a. Identify the characteristics of a good friend.
 - b. Demonstrate healthy choices outside the school environment.
 - c. Discuss ways that family time promotes healthy lifestyles.
 - d. Discuss ways that individuals can contribute to community well-being.

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Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have students create a chart to identify certain unhealthy habits and the risks associated with these habits.	Teacher Observation
1	c	Place glitter on some of the students' hands and have them introduce themselves with a handshake to the rest of the class. Have students wash hands using warm water and soap to demonstrate a strategy to reduce germ spreading.	Demonstration
1	d	Use a variety of objects to approximate food serving sizes.	Teacher Observation
2	a, b	Choose a health related project and research the validity of the project.	Rubric
3	a, b, c	Have groups design a poster of at least five factors that influence health.	Peer assessment
4	a	View televised commercials on health related products and have students evaluate effectiveness using a rubric and write a paragraph.	Rubric
4	b, c	Have students research common foods and determine the nutritional value in different cultures via the internet.	Oral presentation
5	a	Have students choose a personal health issue and develop a plan to address it in journal writing.	Journal writing
5	c	Explain and list ways students can be helpful to those with disabilities.	Written assessment
6	a	Have students research the effects of sedentary lifestyle verses that of an active lifestyle using a variety of resources.	Rubric
6	b, c	Discuss the impact peers have on decision-making. Have students role-play different situations and make correct decisions.	Teacher Observation
7	c	Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time.	Class Discussion

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5 7	c c	Explain ways students can help prepare for dinner. Teach students how to set the table, pour drinks, create place mats, pick flowers, clean table and dishes after dinner, etc.	Teacher Observation
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