

Grade Four Health

Description The Appleton Area School District Elementary Health Program promotes the development and maintenance of a healthy lifestyle. Quality health education motivates individuals to take responsibility for protecting, maintaining, and improving their health. It encourages the individual to access and analyze health information and to assume responsibility for the promotion of well-being and the prevention of disease and disability.

Minutes Per Week 90 minutes (Health/Guidance/AODA)

Textbooks NA

Required Assessments

Board Approved July, 2001

Revised June, 2017

AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

AASD Health Standards

- | | |
|----------------------------------|--|
| I. Analyzing Influences | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| II. Accessing Valid Information | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| IV. Decision Making | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| V. Goal Setting | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |

VI. Self-Management

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

VII. Advocacy

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Identify internal and external influences that affect food choices A2. Analyze advertising and marketing techniques used for food B1. Examine changes in hygiene habits that should be made upon entering puberty. B2. Analyze how sleep habits affect puberty. B3. Evaluate how media affects choices/attitudes regarding growth and development C1. Analyze how emotions contribute to both safe and violent behaviors C2. Examine the influence of violence in media on health behaviors C3. Explain the dangers of having weapons at school, home, community D1. Identify internal and external influences that affect use D2. Examine advertising strategies used ATOD D3. Explain why individual reactions to ATOD differ 	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Identify resources for valid information about safe and healthy foods A2. Use food labels to determine nutrient and sugar content A3. Identify how to keep food safe through proper food preparation and storage A4. Explain how food can contain germs that cause illness B1. Describes the difference between communicable and noncommunicable diseases. B2. Identify sources of valid information to answer questions about puberty. C1. Identify accurate sources of information about injury prevention and safety C2. Identify safe people and places to go to if feeling unsafe or 	<p>Unit Assessment</p>

	threatened C3. Demonstrate how to provide accurate information to 911 C3. Demonstrate how to read and follow labels of common household products concerning danger and safe use, storage, and proper disposal C5. Describe safety hazards: fire, water, dangerous objects, being home alone, using media D1. Identify sources of valid information regarding ATOD D2. Explain the differences between medicines and illicit drugs	
Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.	Performance will be satisfactory when the student is able to: A1. Demonstrate effective communication skills to ask for healthy food choices B1. Demonstrate effective communication skills needed to develop and maintain healthy relationships C1. Demonstrate the ability to use refusal skills in risky situations C2. Practice effective conflict resolution techniques with others C3. Report bullying, harassment, and other dangerous situations C4. Demonstrate what to say when witnessing bullying C5. Identify behaviors that may lead to conflict with others C6. Identify behaviors that may lead to conflict with others C7. Examine the effects of bullying and harassment D1. Demonstrate refusal skills to resist pressure to experiment ATOD D2. Practice effective verbal communication to request for help in dealing with situations regarding ATOD	Unit Assessment

<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
Essential Learning Objective	Performance Indicators	Classroom Assessments
<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Describe how to use a decision making process to select nutritious foods A2. Describe how to use a decision making process to select physical activities C1. Evaluate strategies to avoid potentially dangerous situations C2. Examine the consequences of bullying and harassment C3. Analyze the benefits of using nonviolent means to resolve conflict C4. Evaluate how following family, school, and community rules can impact safety C5. Demonstrate escape strategies for inappropriate touching or attempted abduction D1. Evaluate strategies to avoid situations where ATOD are being used D2. Describe the harmful short and long-term effects of alcohol, nicotine, other drugs including inhalants D3. Identify ways to cope with social situations involving ATOD 	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Make a plan to choose healthy foods and beverages A2. State the recommended number of serving and serving sizes for different food groups B1. Demonstrate the importance of good personal hygiene 	<p>Unit Assessment</p>

	<ul style="list-style-type: none"> habits B2. Explain how germs are spread and practice skills for avoiding and preventing disease D1. Make a plan to choose healthy alternatives to ATOD 	
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs</p>		
<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Demonstrate how to take responsibility for healthy foods A2. Demonstrate how to take responsibility for limiting sugar consumption A3. Describe the relationship between food intake, physical activity, and good health A4. Explain the importance of drinking water, especially vigorous activity B1. Demonstrate the importance of good personal hygiene habits B2. Explain how germs are spread and practice skills for avoiding and preventing disease. C1. Demonstrate strategies to avoid bullying and other types of harassment C2. Demonstrate use of appropriate protective equipment C3. Describe ways to seek assistance if worried, abused, or threatened C4. Explain the importance of wearing safety equipment C5. Explain what to do if poisoned C6. Identify ways to prevent vision and hearing damage D1. Use a variety of effective coping strategies when faced with ATOD use and abuse by family and friends 	<p style="text-align: center;">Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Mental, Emotional and Social Health</p>		
<p>Essential Learning Objectives</p>	<p>Performance Indicators</p>	<p>Classroom Assessments</p>

<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Support other in making positive food and physical activity choices C1. Encourage ways to improve safety at home or school</p>	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Injury Prevention and Safety</p>		

[Seven Major Health Skills Flyer](#)