

Georgia Performance Standards

Health Education

FOURTH GRADE

Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.

Elements:

a. Recognize the relationship between health behavior and disease prevention.

Examples:

- Describe the relationship between tobacco use and nicotine addiction.
- Identify risk factors and behaviors related to heart disease and heart related conditions (e.g., high blood pressure, obesity, stress).

b. Predict the short and long term effects of health choices on the multiple dimensions of health.

Examples:

- Describe the long and short term health benefits of avoiding foods high in sugar, fat, and sodium.
- Describe the relationship between exercise and caloric intake on weight management.

c. Describe ways to promote a safe and healthy community environment.

Examples:

- Identify threats to personal safety and how to avoid them.
- Describe emergency procedures related to fire safety.

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HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth grade students will compare and contrast how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

Elements:

a. Identify the influence of culture on health practices and behaviors.

Examples:

- Identify the health impact of eating and drinking habits associated with particular social events (i.e., holidays, sporting events)
- Determine the nutritional benefits of foods from other cultures.

b. Describe how the school and community can support personal health practices and behaviors.

Examples:

- Identify ways to prevent the spread of communicable disease in the community (e.g., hygiene, inoculation, quarantine)
- Compare and contrast the nutritional value of food from various places. (e.g., fast food, home prepared, school provided).

c. Describe how technology and the media can influence personal health.

Examples:

- List media influences that most impact student's consumer decisions (e.g., commercials, movies, books, music).
- Predict the outcome if more people watched less TV and engaged in a regular exercise program.

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HE4.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Fourth grade students will identify services that promote healthy living within the school and community.

Elements:

a. Recognize the characteristics of valid health information, products, and services.

Examples:

- Discuss health-related products that are available to promote a healthier individual.
- Analyze the impact of local health services on community health.

b. Summarize the services that school, family, and community provide concerning personal health

Examples:

- Analyze the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.
- Identify a trusted adult, such as a parent, school nurse, counselor, or teacher, who can provide helpful information about preventing tobacco use.

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HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health enhancing relationships.

Elements:

a. Describe effective negotiation skills to manage or resolve conflict.

Examples:

- Explain the benefits of non-violent conflict resolution strategies to others.
- Describe how to express feelings to prevent conflict from starting or escalating.

b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.

Examples:

- Demonstrate ways to respect personal space and boundaries.
- Identify special qualities in self and others.

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HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

Elements:

a. Explain a situation that may require a thoughtful health-related decision.

Examples:

- Discuss options of what to do in potentially dangerous situations (e.g., being lost, stranded without a ride home, riding with someone who causes you to feel unsafe).
- Demonstrate everyday decisions that contribute to being a good friend.

b. Determine when help is needed to make a health-related decision.

Examples:

- Determine when a counselor is needed for anger management.
- Discuss options for seeking assistance when are being bullied.

c. Indicate healthy alternatives to health-related issues and problems.

Examples:

- Provide positive alternatives to resolve a conflict.
- Develop a plan to participate in heart-healthy physical activities after school.

d. Describe the possible consequences of each option when making a health-related decision.

Examples:

- Discuss the possible consequences of swimming alone.
- Describe the impact of developing a chronic disease on health and wellbeing.

e. Determine a healthy choice when making a decision.

Examples:

- Create a list of possible consequences if rules are not followed (e.g., running in the hallway, talking loud on the bus, throwing a baseball bat).
- Analyze the reasons for seeking parent permission before engaging in an unsupervised physical activity (e.g., skating, bike riding, jogging).

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HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will develop personal goals for positive health and discuss resources for assisting them with their goals.

Elements:

a. Develop a personal health goal and identify ways to monitor its progress.

Examples:

- Track a personal health goal related to consuming more fruits and vegetables using a chart to track intake.
- Create a personal health goal related to the influence of rest, food choices, exercise, sleep, or recreation on a person's well being and determine how to monitor progress.

b. Discuss resources needed to help achieve a personal health goal.

Examples:

- Discuss the reasons for consulting a parent before taking medication.
- Describe individuals who should be consulted before a student plans a neighborhood clean-up project.

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HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Practice beneficial health behaviors.

Examples:

- Practice first aid for minor injuries.
- Write, sign, and decorate pledge cards to avoid unsafe behaviors (e.g., “I pledge to be alcohol and tobacco free”).

b. Demonstrate a healthy behavior to improve personal health and wellness.

Examples:

- Develop and adhere to a healthy sleep routine.
- Demonstrate deep breathing techniques to reduce test anxiety.

c. Demonstrate behaviors to reduce health risks.

Examples:

- Practice goal-setting steps to reduce stress.
- Plan a weekly menu based on the food guide pyramid.

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HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

Elements:

a. Provide valid health information about a health issue.

Examples:

- Analyze the benefits of being physically active.
- Design a poster listing guidelines used for different weather conditions (e.g. tornado, hurricane, and flood).

b. Help others make positive choices.

Examples:

- Create a poster illustrating ways to handle and prepare foods safely.
- Participate in a group to develop a class presentation on a common health issue impacting children and youth.