

IDAHO CONTENT STANDARDS

HEALTH EDUCATION

Grade 4

4th Grade

Standard 1 including all Core Concepts

Standards 2, 6, 7

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge of prevention through safe living habits, healthy decisions, violence prevention, emergency response and an awareness of the consequences of one's decisions, will help to prevent many injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

Prevention & Control of Disease

Individuals can have a considerable measure of control over their own health, including the risks of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease including HIV. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided and how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships, information regarding growth and development, and disease including HIV and their prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health...

Objective(s): By the end of Fifth Grade, the student will be able to:

H.1.1.1. Describe the relationship between healthy behaviors and personal health.

H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.

H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.

H.1.1.4 Describe ways to prevent common childhood injuries and health problems.

H.1.1.5. Describe when it is important to seek health care.

H.1.1.6. Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.2.1.1 Describe how the family influences personal health practices and behaviors.

H.2.1.2 Identify the influences of culture on health practices and behaviors.

H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.

H.2.1.4 Describe how the school and community can support personal health practices and behaviors.

H.2.1.5 Describe ways that technology can influences personal health.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.3.1.1 Identify characteristics of valid health information, products, and services.

H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.

H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.

H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.5.1.1 Identify health-related situations that might require a thoughtful decision.

H.5.1.2 Analyze when assistance is needed when making a health-related decision.

H.5.1.3 List healthy options to health related issues or problems.

H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.

H.5.1.5 Choose a healthy option when making a decision.

H.5.1.6 Describe the outcomes of a health related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.6.1.1 Set a personal health goal and track progress toward its achievement.

H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Objective(s): By the end of Fifth Grade, the student will be able to:

H.7.1.1 Identify responsible personal health behaviors.

H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

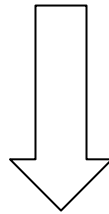
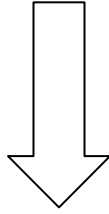
Objective(s): By the end of Fifth Grade, the student will be able to:

H.8.1.1 Express opinions and give accurate information about health issues.

H.8.1.2 Encourage others to make positive health choices.

Many of these standards are interrelated and will be addressed throughout each grade level; however, there are specific standards that should be included within the portfolio each year. All standards must be addressed by the end of 5th grade.

****See Health Portfolio guide for suggestions regarding how to meet each standard.**



IDAHO CONTENT STANDARDS

GRADE 4

PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 5, students will:

PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., games, dance, educational gymnastics, etc.).

PE.1.1.2 Demonstrate mature movements using concepts of effort, relationships and body and space awareness.

PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 5, students will:

PE.2.1.1 Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., Did I follow through, self and peer checklist, etc.).

PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing, etc.).

PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice,

learn techniques, positive self talk, visualize performance, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).

PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

PE.3.1.3 Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g. enroll in organized school activity, etc.).

PE.3.1.4 Seek personally challenging experiences in physical activity (e.g. sets realistic improvement goals for a greater challenge in existing activity, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

PE.4.1.1 Know and demonstrate the health-related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).

PE.4.1.2 Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.).

PE.4.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

PE.5.1.1 Identify the purposes for and follow safe practices, rules, procedures and etiquette (e.g. help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.).

PE.5.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).

PE.5.1.3 Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.)

Daily physical activity, weekly activities related to the progression of skills, and discussion regarding fitness and/or the effectiveness of setting fitness and activity goals, will address these PE standards simultaneously. The focus in these grades shifts to a more concrete understanding of fitness principles and HOW exercise affects the body. Student should begin to understand the difference between aerobic and anaerobic exercises, as well as a basic understanding of how to monitor progress. Students should also begin working towards skill progression in various sports...not just simply playing games, but learning sport skills. **Standards 1-4 should be represented in the portfolio each year. **Standard 5** should be included by the end of 5th grade.**

****See PE Portfolio guide for suggestions regarding how to meet each standard.**

