

HEALTH ENHANCEMENT – GRADE 4

Grade Level Overview:

Focus Areas: *Nutrition, personal fitness, safety and injury, family/relationship skills, growth and development*

Students will develop and maintain a variety of movement skills focusing on perceptual motor and collaborative. Movement skills will be performed as they pertain to lead up games. Various activities that maintain cardiovascular fitness will be explored. The comprehension of proper nutrition and diet will continue to be examined. Students will establish and demonstrate proper safety and injury prevention techniques.

MT Health Enhancement Philosophy. Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the education process.

Health Enhancement Content Standards

The content of the SD6 Health Enhancement curriculum is aligned with the National Standards for H/PE and the Montana Content Standards and Benchmarks for Health Enhancement. Only those benchmarks with assessments, mapping, and/or essential learnings apply to Grade 4.

Standard 1: Students will have a basic knowledge and understanding of concepts that promote comprehensive health.

Benchmarks

1.1 Students will describe relationships between personal health behaviors and individual well being.

Students will:

Essential Learnings		Assessment	Map
1.1.1	know how nutrients, fat, carbohydrates, protein, vitamins, minerals and water affect health.	V, O, P for all.	I, D for all.
1.1.2	know how to interpret food labels.		
1.1.3	recognize nutritional health factors in choosing foods for meals and snacks (allergies and intolerance).		
1.1.4	identify and illustrate the food pyramid and related concepts.		
1.1.5	know various functions that foods perform in the body (e.g. protein, carbohydrates, fats, vitamins).		
1.1.6	know the health benefits of safe, physical activity.		
1.1.7	understand how health habits affect wellness.		

1.2 Students will describe the basic structure and function of the major human body systems, emphasizing growth and development.

Students will:

Essential Learnings		Assessment	Map
1.2.1	know that human growth and development are influenced by health habits.	V, O, P for all.	D for all.
1.2.2	describe the basic structure and function of the major human body systems emphasizing growth development (skeletal, muscular, circulatory, respiratory, digestive, excretory, nervous).		

1.3 Students will identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early. (Refer to school nurse and classroom teacher curricula.)

Assessment	Map
V, O, P	D, M

1.4 Students will identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, blood born diseases, and stress management.

Assessment	Map
V, O, P	D

1.5 Students will identify the potential sources of environmental hazards.

Students will:

Essential Learnings		Assessment	Map
1.5.1	apply rules and procedures for safety at home, school, and in other environments.	V, O, P for all.	D, M for all.
1.5.2	know how to recognize and protect themselves from dangerous situations.		

Standard 2: Students will demonstrate competency in a variety of movement forms.

2.1 Students will demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.

Students will:

	Essential Learnings	Assessment	Map
2.1.1	recognize and develop locomotor/perceptual patterns (e.g., walking, running, skipping, leaping, sliding, galloping, jumping, hopping).	V, O, P for all.	D, M for all.
2.1.2	recognize and develop non-locomotor/perceptual skills (e.g., bending, stretching, pushing, raising and lowering, twisting, turning, shaking, balancing).		
2.1.3	recognize and develop manipulative/perceptual activities (e.g., throwing, kicking, striking, catching, re-directing an object, continuous control of an object).		

2.2 Students will combine movement skills in applied and dynamic settings or lead-up games.

Assessment	Map
V, O, P	D

2.3 Students will acquire skills including perceptual, motor, and rhythm.

Assessment	Map
V, O, P	D

Standard 3: Students will apply movement concepts and principles while learning and developing motor skills.

3.1 Students will apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.

Students will:

	Essential Learnings	Assessment	Map
3.1.1	recognize and apply space awareness as a movement concept.	V, O, P for all.	D for all.
3.1.2	safely change directions and pathways.		
3.1.3	moves in a variety of ways that focus on accelerating and decelerating speed.		
3.1.4	manipulate objects using varied amounts of force and speed.		

3.2 Students will recognize and apply movement concepts that impact the quality of performance.

Students will:

	Essential Learnings	Assessment	Map
3.2.1	recognize and apply body awareness as a movement concept.	V, O, P for all.	I, D for all.
3.2.2	initiate self-direction during skill practice.		

3.2.3	design, refine, and perform movement sequences that focus on using symmetrical or asymmetrical body shapes.		
3.2.4	design, refine, and perform movement sequences that focus on changes in direction, levels, pathways, and extensions.		
3.2.5	recognize and apply body awareness, space awareness and effort when interacting with others.		

Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

4.1 Students will participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.

Students will:

	Essential Learnings	Assessment	Map
4.1.1	explore and participate in activities that develop, maintain, and/or improve cardio-respiratory fitness.	V, O, P for all.	I, D for all.
4.1.2	explore and participate in activities that develop, maintain and/or improve muscular strength and endurance.		
4.1.3	explore and participate in activities that develop, maintain and/or improve flexibility.		
4.1.4	explore and participate in activities that develop, maintain and/or improve conditioning and training.		

4.2 Students will identify each component of health-related physical fitness.

Students will:

	Essential Learnings	Assessment	Map
4.2.1	identify and apply the basic concept of cardio-respiratory fitness in their daily life.	V, O, P for all.	I, D for all.
4.2.2	identify and apply the basic concepts of muscular strength and endurance in their daily life.		
4.2.3	identify and apply the basic concepts of flexibility in their daily life.		
4.2.4	identify and apply the basic concepts of training and conditioning in their daily life.		
4.2.5	identify the components of fitness.		

4.3 Students will associate each health-related physical fitness component to the improvement of personal health.

Assessment	Map
V, O, P	D

4.4 Students will demonstrate individual progress toward each component of health-related physical fitness.

Assessment	Map
O, P	I

Standard 5: Students will demonstrate the ability to use critical thinking and decision making to enhance health.

Benchmarks

5.1 Students will identify problem-solving processes specific to health-related issues.

Students will:

Essential Learnings	Assessment	Map
5.5.1 identify risk-taking behaviors (e.g., drugs, tobacco, peer pressure).	V, O, P for all.	D, M for all.
5.5.2 practice making decisions in a variety of situations affecting personal safety.		
5.5.3 discuss school safety rules.		
5.5.4 understand consequences of high-risk behavior.		
5.5.5 distinguish between compliance and non-compliance with game rules and fair play.		

5.2 Students will access valid health information and resources. (Refer to nursing curriculum.)

Assessment	Map
V	D

5.3 Students will explain how basic health information and resources are used in setting goals and decision making. (Refer to classroom and nursing curricula.)

Students will:

Essential Learnings	Assessment	Map
5.3.1 understand consequences of high-risk behavior.	V, O, P for all.	D for all.
5.3.2 distinguish between compliance and non-compliance with game rules and fair play.		

5.4 Students will set personal health goals.

Students will:

Essential Learnings	Assessment	Map
5.4.1 participate in physical activity for the purpose of improving physical skills.	V, O, P for all.	D, M for all.
5.4.2 monitor their heart rate		
5.4.3 develop personal strategies to build a healthy self-concept.		

5.5 Students will predict results of positive health decisions. (Refer to nursing curriculum.)

Assessment	Map
V, O, P	I, D

Standard 6: Students will demonstrate interpersonal communication skills to enhance health.

Benchmarks

6.1 Students will describe characteristics needed to be a responsible friend and family member.

Students will:

Essential Learnings	Assessment	Map
6.1.1 model respect for the rights, feelings, and progress of others.	V, O for all.	D for all.
6.1.2 make responsible choices.		

6.2 Students will demonstrate ways to communicate care, consideration, and respect of self and others.

Students will:

Essential Learnings	Assessment	Map
6.2.1 demonstrate cooperation and teamwork.	V, O, P for all.	I, D for all.
6.2.2 demonstrate appropriate ways for resolving conflict.		
6.2.3 demonstrate ways to show compassion for people with disease/disability.		
6.2.4 understand the impact of harassment on others.		
6.2.5 discuss ways to show compassion for others.		

6.3 Students will demonstrate healthy ways to express needs, wants, and feelings.

Students will:

Essential Learnings	Assessment	Map
6.3.1 develop the skills needed to establish and set boundaries within friendships, relationships, and team play..	V, O for all.	D for all.

6.4 Students will demonstrate refusal skills.

Assessment	Map
V, O	D

6.5 Students will demonstrate active listening skills.

Assessment	Map
V, O	D

6.6 Students will demonstrate nonviolent strategies to resolve conflicts.

Students will:

	Essential Learnings	Assessment	Map
6.6.1	demonstrate appropriate verbal and non-verbal behavior.	V, O	I, D

Standard 7: Students will demonstrate health-enhancing behaviors.

Benchmarks

7.1 Students will interact with friends and others through participation.

Assessment	Map
V, O, P	D, M

7.2 Students will use physical activity as a means of self-expression.

Assessment	Map
V, O	D

7.3 Students will understand the benefits of physical activity.

Assessment	Map
O, P	M

7.4 Students will routinely participate in physical activity.

Assessment	Map
V, O, P	M

7.5 Students will demonstrate strategies to improve or maintain personal health.

Students will:

	Essential Learnings	Assessment	Map
7.5.1	describe and practice safety rules and procedures.	V, W, O, P for all.	D for all.
7.5.2	describe strategies to improve and maintain healthy eating habits.		
7.5.3	demonstrate the ability to locate school and community health resources.		
7.5.4	demonstrate how and when to say no to harmful situations.		
7.5.5	practice cleanliness to maintain good health.		
7.5.6	understand and recognize the importance of good hygiene (e.g. hand washing, dental, hair washing).		
7.5.7	practice self-directed behavior without external rewards.		
7.5.8	describe and practice ways to help the body grow strong and healthy.		