

## Health Education - Next Generation Sunshine State Standards

### Fourth Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.	choosing healthy foods for optimal growth and development, wearing helmet for injury prevention, washing hands for disease prevention.
HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.	express appropriate feelings, treat others with respect, physical changes during puberty, participate in a daily physical activity.
HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.	hall monitors, school crossing guards, hand washing supplies in restrooms.
HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.	not sharing hats/head gear, following pedestrian/vehicle/bicycle safety rules, brushing and flossing teeth to prevent dental caries.
HE.4.C.1.5 Distinguish differences among various health-care providers, products, and services.	types of doctors, prescription vs. non-prescription drugs, EMS.
HE.4.C.1.6 Identify the human body parts and organs that work together to form healthy body systems.	muscular and skeletal systems, circulatory and respiratory systems, endocrine and reproductive systems.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.C.2.1 Explain the importance of family on health practices and behaviors.	diet, hygiene practices, physical activity, home remedies.
HE.4.C.2.2 Explain the important role that friends/peers may play on health practices and behaviors.	bullying, smoking, inhalant use.
HE.4.C.2.3 Explain the important roles that school and community play on health practices and behaviors	disaster preparedness, school breakfast programs, youth organizations, recycling.
HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.	helmet law, clean indoor air laws, speed limits.
HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors.	insidious marketing/product placement, branding, anti-drug campaigns.
HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.	cyberbullying, habitual gaming, violent video games, seat belt alarm.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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**Fourth Grade – Health Literacy: Behavior**

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.B.1.1 Describe characteristics of valid health information, products and services.	
HE.4.B.1.2 Examine resources from home, school, and community that provide valid health information.	
HE.4.B.1.3 Construct criteria for selecting health resources, products and services.	
HE.4.B.1.4 Compare a variety of technologies to gather health information.	professional certification, components of proper labeling, complete directions for use, source, date.
	Internet, media: television, radio, brochures, books; professional interviews; hospital.
	safety, affordability, availability.
	television, telephone, computer, pedometer.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.B.2.1 Explain effective verbal and nonverbal communication skills to enhance health.	
HE.4.B.2.2 Identify refusal skills and negotiation skills that avoid or reduce health risks.	
HE.4.B.2.3 Discuss nonviolent strategies to manage or resolve conflict.	
HE.4.B.2.4 Demonstrate ways to ask for assistance to enhance personal health.	practicing assertive, aggressive, and passive responses; demonstrating empathy for individuals affected by disease or disabilities.
	expressing feelings, offering alternatives, reporting danger.
	resource officer, "cool off" period, physical activities, quiet time, compromise.
	verbalize, write, draw.
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.B.3.1 Identify circumstances that can help or hinder healthy decision-making.	
HE.4.B.3.2 Examine when assistance is needed to make a health-related decision.	
HE.4.B.3.3 Itemize healthy options to health-related issues or problems.	
HE.4.B.3.4 Predict the potential short-term impact of each option on self and others when making a health-related decision.	
HE.4.B.3.5 Choose a healthy option when making decisions for yourself and/or others.	
HE.4.B.3.6 Examine the outcomes of a health-related decision.	
	lack of knowledge, lack of support, cultural norms.
	administration of first aid, participation in physical activity, conflict mediation.
	immediate responses to an acute injury, conflict resolution/anger management, physical activity.
	first aid, physical activity, tobacco.
	use of safety equipment such as bike helmets, food choices at restaurant, washing hands, personal hygiene.
	delayed medical attention for an injury or illness, preventable injuries that occur when safety equipment is not used, reporting a friend's unhealthy behavior to responsible adults.

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**Fourth Grade – Health Literacy: Behavior cont.**

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.B.4.1 Create a personal health goal and track progress toward achievement.	eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, water/environmental qualities.
HE.4.B.4.2 Categorize resources that could assist in achieving a small group personal health goal.	family, school personnel, community service providers, nutrition resource guide.

**Fourth Grade – Health Literacy: Promotions**

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.P.1.1 Illustrate responsible personal health behaviors.	regular dental checkups, sun safety, appreciation of others.
HE.4.P.1.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.	avoid tobacco products, brush and floss teeth, participate in regular physical activity.
HE.4.P.1.3 Illustrate a variety of behaviors that avoid or reduce health risks.	follow playground rules, refuse tobacco/alcohol products, report bullying.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.4.P.2.1 Assist others to make positive health choices.	model water safety rules, be a positive bystander in bullying instances, report to a trusted adult.

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