

COMMUNITY UNIT SCHOOL DISTRICT 200

HEALTH CURRICULUM GRADE 4

**Subject Expectation
(State Goal 22)**

The student will understand principles of health promotion and the prevention and treatment of illness and injury.

Essential Learning 1 (Learning Standard A)	Explain the basic principles of health promotion, illness prevention and safety	
Critical Content	22.A.2b	a. recognize connection between being physically active and wellness
	22.A.2c	b. recognize safety practices when you are alone without adult supervision <i>including</i> keeping doors locked, knowing emergency numbers and appropriate internet usage
	22.A.2b	c. demonstrate strategies for the prevention and reduction of communicable and non-communicable disease <i>including</i> never touching another person's blood
	22.A.2c	d. recognize practices for bike safety
		e. identify basic first aid procedures for injuries <i>such as</i> insect bites
Essential Learning 2 (Learning Standard B)	Describe and explain the factors that influence health among individuals, groups and communities	
Critical Content	22.B.2	a. describe how individuals and groups influence the health of individuals <i>such as</i> peer pressure and conflict resolution
Essential Learning 3 (Learning Standard C)	Explain how the environment can affect health	
Critical Content	22.C.2	a. explain interrelationships between the environment and individual health <i>such as</i> respiratory problems related to smoking and pollution
	22.C.2	b. identify respiratory problems related to smoking and pollution
Essential Learning 4	*	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors

Board approved 5-25-05 Fourth Grade Health Critical Content

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**Subject Expectation 2
(State Goal 23)**

The student will understand human body systems and factors that influence growth and development.

Essential Learning 1 (Learning Standard A)	Describe and explain the structure and functions of the human body systems and how they interrelate
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| Critical Content | 23.A.2 | a. identify parts of circulatory system including the heart and blood |
| | 23.A.2 | b. identify parts and function of the respiratory system, <i>including</i> nose, mouth, trachea and lungs |
| | 23.A.2 | c. identify parts of the nervous system functions, <i>including</i> the brain, spinal cord and nerves |

Essential Learning 2 (Learning Standard B)	Explain the effects of health related actions on the body systems
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| Critical Content | 22.A.2b | a. recognize the differences between communicable and non-communicable diseases <i>such as</i> colds, coughs, cancer and AIDS |
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Essential Learning 3 (Learning Standard C)	Describe factors that affect growth and development
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| Critical Content | 23.C.2a | a. identify physical, emotional, social and cultural factors affecting growth and development of children <i>such as</i> nutrition, self-esteem, family and illness |
| | 23.C.2b | b. recognize that the differences between boys and girls become greater as they grow and mature |
| | 23.C.2b | c. distinguish between acquired and inherited traits <i>such as</i> hair color, personality, height and bone size |
| | 23.C.2b | d. recognize that reproduction is part of a human life cycle |
| | 23.C.2b | e. know the basic facts of puberty and the reproductive system as related to their gender <ul style="list-style-type: none"> • females (menstruation) • males (learn the reproductive system) |
| | 23.C.2b | f. know that a male and female are necessary to form a fertilized egg |
| | * | g. recognize that parents are a resource to consult with questions about reproduction |

Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factor
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| Critical Content | 23.A.2 | a. identify parts of circulatory system <i>including</i> the heart, its parts, 3 blood vessels and recognize paths of blood, blood cells (red and white), and platelets |
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**Subject Expectation 3
(State Goal 24)**

The student will promote and enhance health and well being through the use of effective communication and decision-making skills.

Essential Learning 1 (Learning Standard A)	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts
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Critical Content	24.A.2b	a. identify refusal skills
	24.A.2b	b. use "I feel" statements
	24.A.2b	c. explain skills necessary for resolving peer conflict

Essential Learning 2 (Learning Standard B)	Apply decision-making skills related to the protection and promotion of individual health
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Critical Content	22.A.2c,	a. recognize safe practices for blood born pathogens
	22.B.1,	b. identify products for healthy hygienic habits <i>including</i>
	22.A.2c	toothpaste, deodorant, soap, and sunscreen

Essential Learning 3 (Learning Standard C)	Demonstrate skills essential to enhancing health and avoiding dangerous situations
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Critical Content	22.A.2c,	a. recognize safety procedures for crossing railroad tracks, using
	24.C.2	the internet, wearing seat belts, bike helmets and bike safety

Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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