



Fourth Grade Health Pacing Guide

2016-2017

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>Health SOLs are taught on a daily basis through the activities done in physical education (e.g., social skills, active lifestyle, following rules, safety, germs).</p> <p>Essential Health Concepts</p> <p>4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.</p> <p>a) Identify the major structures and functions of the immune system.</p> <p>b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.</p> <p>c) Evaluate the importance of balance, variety, and moderation in a meal plan.</p> <p>d) Determine the nutrients needed for proper brain function.</p> <p>e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.</p> <p>f) Analyze the impact of nutrients on growth and development.</p> <p>g) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.</p> <p>h) Identify the effects of malnutrition.</p> <p>i) Recognize effects of malnutrition and overnutrition (obesity) on the immune system.</p> <p>j) Describe how viruses, bacteria, parasites, and fungi are spread.</p> <p>k) Compare and contrast communicable and noncommunicable diseases.</p>			

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<p>l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.</p> <p>m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.</p> <p>n) Identify feelings and emotions associated with loss and grief and their impact on health.</p> <p>o) Explain the difference between teasing and taunting.</p> <p>p) Describe steps to resolve a conflict.</p> <p>q) Examine the impact of self-concept on health and academic achievement.</p> <p>r) Describe the effects of air pollution on health.</p> <p>Healthy Decisions</p> <p>4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.</p> <p>a) Describe how the immune system defends against germs.</p> <p>b) Explain how physical activity, rest, and sleep affect health.</p> <p>c) Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.</p> <p>d) Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.</p> <p>e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.</p> <p>f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.</p>			



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<p>g) Demonstrate refusal skills.</p> <p>h) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.</p> <p>i) Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).</p> <p>j) Describe coping skills for handling the emotions of loss and grief.</p> <p>k) Identify adults who can help manage feelings and emotions resulting from loss and grief.</p> <p>l) Explain how teasing and taunting affects health.</p> <p>m) Identify strategies for reporting bullying and aggressive behaviors.</p> <p>n) Recognize harmful or abusive relationships.</p> <p>o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.</p> <p>p) Identify obstacles to effective communication, and describe how to overcome them.</p> <p>q) Describe how developing a healthy self-concept is an essential life skill.</p> <p>r) Describe how to exhibit self-control.</p> <p>s) Explain the health consequences associated with air pollution.</p> <p><u>Advocacy and Health Promotion</u></p> <p>4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.</p> <p>a) Identify ways to boost the immune system to reduce risk of communicable or noncommunicable disease.</p>			

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<ul style="list-style-type: none"> b) Compare recommended serving size and actual package size for foods or beverages. c) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources. d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs. e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs. f) Describe the importance of early detection of health problems. g) Identify accurate and inaccurate health information. h) Analyze resources for personal and community health from health care agencies, printed materials, broadcast media, the Internet, and audiovisual materials. i) Identify strategies and resources to manage feelings that may result from loss and grief. j) Analyze positive strategies for resolving conflict. k) Practice communication skills to overcome common communication difficulties. l) Describe the relationship of positive self-concept, meeting academic goals, and participation in co-curricular and extracurricular activities. m) Identify problems and possible solutions for community health issues. 			

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<p>n) Discuss the benefits of volunteering, and identify local volunteer opportunities.</p> <p>o) Develop strategies to reduce air pollution.</p>			