

Curriculum

CONTENT AREA:	HEALTH	GRADE LEVEL:	4
MLR CONTENT STANDARD:	A. HEALTH CONCEPTS: Students will understand health promotion and disease prevention concepts.		
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS			
(1) Nutrition Ed. (2) Pers. Health	(3) Family Life Education (4) Growth & Development	(5) Safety & Accident Prevention (6) Consumer Health	(7) Substance Use & Abuse (8) Community Health
			(9) Environmental Health (10) Prevention & Control of Disease & Disorders
MLR PERFORMANCE INDICATORS	WSD BENCHMARKS	INSTRUCTION LEVEL	HEALTH CONTENT AREA
			COMMON ASSESSMENT
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1	Create a checklist of healthy habits that promote healthy body systems; e.g. sun safety, healthy diet, physical activity, no smoking, good posture, oral health, stress management..	R	(4)
A2	Identify how good nutrition affects physical, mental, emotional and social health during childhood.	R	(1)
A4	Identify habits that prevent heart disease, cancer, diabetes, and stroke.	R	(10)
A6	Role-play stressful situations showing difference between positive and negative responses to stress.	R, E	(2)
A7	Demonstrate essential understanding of basic health concepts related to good nutrition.	R, E	(1)
A7	With help from nurse, make list of common health problems for children (asthma, obesity, diabetes, cancer) and research diseases in teams.	I, R	(10)

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

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MLR CONTENT STANDARD:	B. HEALTH INFORMATION, SERVICES, AND PRODUCTS: Students will know how to acquire valid information about health issues, services, and products.																
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS																	
<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">(1) Nutrition Ed.</td> <td style="width: 16.6%;">(3) Family Life Education</td> <td style="width: 16.6%;">(5) Safety & Accident Prevention</td> <td style="width: 16.6%;">(7) Substance Use & Abuse</td> <td style="width: 16.6%;">(9) Environmental Health</td> <td style="width: 16.6%;"></td> </tr> <tr> <td>(2) Pers. Health</td> <td>(4) Growth & Development</td> <td>(6) Consumer Health</td> <td>(8) Community Health</td> <td>(10) Prevention & Control of Disease & Disorders</td> <td></td> </tr> </table>						(1) Nutrition Ed.	(3) Family Life Education	(5) Safety & Accident Prevention	(7) Substance Use & Abuse	(9) Environmental Health		(2) Pers. Health	(4) Growth & Development	(6) Consumer Health	(8) Community Health	(10) Prevention & Control of Disease & Disorders	
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B1	Using the Internet to research a health topic, discuss in small groups how you know sources are reliable or not.			I	(6)												
B1, B2	Help coordinate health fair that includes school and community health helpers.			R, E	(8)												

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MLR CONTENT STANDARD:	C. HEALTH PROMOTION AND RISK REDUCTION: Students will understand how to reduce their health risks through the practice of healthy behaviors.		
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS			
(1) Nutrition Ed. (2) Pers. Health	(3) Family Life Education (4) Growth & Development	(5) Safety & Accident Prevention (6) Consumer Health	(7) Substance Use & Abuse (8) Community Health (9) Environmental Health (10) Prevention & Control of Disease & Disorders
MLR PERFORMANCE INDICATORS	WSD BENCHMARKS	INSTRUCTION LEVEL	HEALTH CONTENT AREA COMMON ASSESSMENT
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C1	Compare behaviors that are safe to risky or harmful behavior; illegal and safe drugs, tobacco/alcohol use vs. abstinence from these drugs.	R	(5)
C2	Demonstrate safe behavior in these settings: school bus, near railroad tracks, biking, walking at night, outdoor activities, and on or near the water.	R	(5)
C3	List at least one healthy habit that provides basic care of each human body system.	R, E	(4)
C4	Design action plan of ideas that work for individual student to deal with stressful situations.	R, E	(2)

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MLR CONTENT STANDARD:	D. INFLUENCES ON HEALTH: Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.						
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D1	Evaluate what health issues encouraged various groups to immigrate to Maine.				I	(8)	
D1	List factors in Maine that affected the health of Maine citizens.				I	(8)	
D1	Discuss how poverty, race, religion, city-rural, affects your health.				I	(8)	
D1, D2	Using any art or mural medium, show how our culture & technology impact the environment and our personal health.				I	(9)	
D4	Identify traits of a good friend, actions that good friends practice, and how to make healthy friendships.				R	(8)	

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MLR CONTENT STANDARD:	E. COMMUNICATION SKILLS: Students will understand that skillful communication can contribute to better health for them, their families, and the community.		
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E1	Demonstrate "saying no" to alcohol, tobacco, and other illegal drugs in various role-playing situations.	R	(7)
E2	Differentiate between positive and negative responses to conflict.	R	(2)
E3	Demonstrate non-violent strategies to resolve conflict.	R	(2)
E4	State reasons why the use of illegal drugs, tobacco, and alcohol are harmful to young students.	R	(7)

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MLR CONTENT STANDARD:	F. DECISION-MAKING AND GOAL SETTING: Students will learn how to set personal goals and make decisions that lead to better health.			
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F1	Strategize how to avoid conflicts or how to respond in positive, healthy fashion when conflicts arise.	R	(2)	
F1	Identify activities in the classroom (or school) that demonstrate: reuse, reduce, and recycle.	I	(9)	
F2	Design a healthy behavior contract and evaluate mid-term and end of semester.	I, R, E	(10)	

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