

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition status

Evidence Outcomes

Students can:

- a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories
- b. Explain the importance of eating a variety of foods from all the food groups
- c. Identify healthy foods (including snacks) in appropriate portion sizes

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
3. Do all foods help your body in the same ways? Why or why not?
4. How can you tell if a portion size is appropriate?

Relevance and Application:

1. Healthy foods provide nutrients that in turn provide you energy for daily activities.
2. Nutrients are necessary for good health and proper growth and development.
3. Different foods provide different nutrients. To get all the nutrients you need, it is necessary to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups.

Nature of Health:

1. Healthy eating is a personal responsibility and is affected by the choices available to us.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco

Evidence Outcomes

Students can:

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco
- b. Describe how to ask for help from a trusted adult in staying away from second-hand smoke
- c. Examine the factors that influence a person's decision to use or not to use tobacco

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to know when to say "no," even when it's not popular?
- 2. Why do commercials and media sometimes make smoking look glamorous?
- 3. Who or what impacts my ability to choose not to use tobacco?

Relevance and Application:

- 1. Researchers study tobacco use rates in adolescents.
- 2. Researchers have found that exposure to second-hand smoke can have short- and long-term effects on health.

Nature of Health:

- 1. Successful interpersonal communication is knowing how, when, and why to convey your personal health needs and wants.
- 2. Culture, media, and social pressures influence health behaviors.