

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



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Grade Four

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Welcome to Michigan's Health Education Content Standards and Expectations for Grade Four

Why Develop Content Expectations for Health?

Good health is necessary for academic success. Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among youth. Each year approximately three million cases of sexually transmitted infections occur among teenagers, and one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective health education program: healthy eating, physical activity, tobacco prevention, alcohol and other drug prevention, injury and violence prevention, and HIV/STI prevention. Growth and Development is recommended, but not mandated.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by recommending that Michigan schools do the following:

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, as developmentally appropriate.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health® Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

Michigan Health Education Content Standards (2006)

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| 1. Core Concepts | All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues. |
| 2. Access Information | All students will access valid health information and appropriate health promoting products and services. |
| 3. Health Behaviors | All students will practice health enhancing behaviors and avoid or reduce health risks. |
| 4. Influences | All students will analyze the influence of family, peers, culture, media, and technology on health. |
| 5. Goal Setting | All students will use goal setting skills to enhance health. |
| 6. Decision Making | All students will use decision-making skills to enhance health. |
| 7. Social Skills | All students will demonstrate effective interpersonal communication and other social skills which enhance health. |
| 8. Advocacy | All students will demonstrate advocacy skills for enhanced personal, family, and community health. |

Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.

**STRAND 1: NUTRITION AND PHYSICAL ACTIVITY****Standard 1: Core Concepts**

- 1.1 Describe the food groups, including recommended portions to eat from each group.
- 1.2 Analyze the relationship of physical activity, rest, and sleep.
- 1.3 Explain why some food groups have a greater number of recommended portions than other food groups.
- 1.4 Associate recommended food portions to the sizes of common items.
- 1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

Standard 3: Health Behaviors

- 1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
- 1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.

Standard 4: Influences

- 1.8 Analyze examples of food advertising.

Standard 5: Goal Setting

- 1.9 Develop a one-day plan for eating the recommended portions of food from each food group.

**STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS****Standard 1: Core Concepts**

- 2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.
- 2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.
- 2.3 Explain the positive outcomes of not using alcohol.

Standard 3: Health Behaviors

- 2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

Standard 4: Influences

- 2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.
- 2.6 Explain how decisions about alcohol use will impact relationships with friends and family.
- 2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

Standard 7: Social Skills

- 2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.



STRAND 3: SAFETY

Standard 1: Core Concepts

- 3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.
- 3.2 Explain the importance of respecting personal space and boundaries.
- 3.3 Describe the characteristics of appropriate and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

- 3.5 Demonstrate how to ask a trusted adult for help.
- 3.6 Demonstrate how to access emergency services, such as calling “911,” including what to say when accessing such services.

Standard 3: Health Behaviors

- 3.7 Apply strategies to prevent fires and burns.
- 3.8 Develop and practice a home fire escape plan.
- 3.9 Apply strategies to stay safe and prevent injury when home alone.
- 3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.
- 3.11 Apply strategies to stay safe when using the Internet.
- 3.12 Apply strategies to avoid personally unsafe situations.
- 3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard 4: Influences

- 3.14 Analyze how one influences the safety of others when adult supervision is not present.



STRAND 4: SOCIAL AND EMOTIONAL HEALTH

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Describe the effect of teasing and bullying on others.

Standard 2: Access Information

- 4.2 Describe the characteristics of people who can help make decisions and solve problems.

Standard 3: Health Behaviors

- 4.3 Apply the use of positive self-talk to manage feelings.
- 4.4 Describe strategies to manage strong feelings, including anger.

Standard 6: Decision Making

- 4.5 Explain the decision making and problem solving steps.
- 4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

Standard 7: Social Skills

- 4.7 Describe characteristics and steps of conflict resolution.
- 4.8 Apply the steps of conflict resolution.
- 4.9 Demonstrate non-violent conflict resolution strategies.
- 4.10 Explain what to do if you or someone else is being teased or bullied.
- 4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.
- 4.12 Demonstrate the ability to confront bullying and teasing.



STRAND 5: PERSONAL HEALTH AND WELLNESS

Standard 3: Health Behaviors

- 5.1 Demonstrate skills throughout the day to reduce the spread of germs.



STRAND 6: HIV PREVENTION

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

- 6.1 Define HIV and AIDS.
6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
6.3 Explain how HIV is and is not transmitted.

Standard 3: Health Behaviors

- 6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.



STRAND 7: GROWTH AND DEVELOPMENT

(Note: Growth and Development is RECOMMENDED, but not mandated, to be taught. Course content should be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved curriculum.)

Standard 1: Core Concepts

- 7.1 Explain that puberty and development can vary considerably and still be normal.
7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).
7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
7.4 Describe emotional changes during puberty (e.g., mood shifts).
7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

Standard 2: Access Information

- 7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.

Standard 3: Health Behaviors

- 7.7 Develop plans to maintain personal hygiene during puberty.

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