

Health Education, Grade 4

Time on Task: 2½ hours per week (includes Physical Education)

Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God as Creator is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§115.6. Health Education, Grade 4.</p> <p>(a) Introduction.</p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) In addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social</p>	<ul style="list-style-type: none">• Body Framework<ul style="list-style-type: none">○ Bones○ Cartilage○ Nutrients• Muscles<ul style="list-style-type: none">○ Skeletal, Involuntary○ Exercise for Tone○ Benefits of Exercise• Breathing<ul style="list-style-type: none">○ Fresh Air○ Pollution○ Lungs○ Physically Fit○ Aerobics• Personal Hygiene<ul style="list-style-type: none">○ Teeth○ Dental Work○ Skin○ Protecting the Body○ Grooming○ Face-Hands-Feet-	<p>God’s intended purpose for health:</p> <ol style="list-style-type: none">1. To develop a knowledge of God as Creator.2. To develop a desire for spiritual health.3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.5. To draw the student into a more intimate relationship with Jesus.6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.

<p>relationships.</p> <p>(b) Knowledge and skills.</p> <p>(1) Health information. The student recognizes ways to enhance and maintain health throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify the benefits of six major nutrients contained in foods;</p> <p>(B) identify information on menus and food labels;</p> <p>(C) differentiate between aerobic and anaerobic exercise;</p> <p>(D) explain the physical, mental, and social benefits of fitness;</p> <p>(E) explain how sleep affects academic performance; and</p> <p>(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.</p> <p>(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) describe how health behaviors affect body systems; and</p> <p>(B) describe the basic function of major body systems such as the circulatory and digestive systems.</p> <p>(3) Health information. The student knows how to access health information. <i>The student is expected to:</i></p> <p>(A) identify characteristics of health information; and</p> <p>(B) describe the importance of accessing health information through a variety of health resources.</p> <p>(4) Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;</p>	<p>Hair-Nails</p> <p>Correlation with TEKS Teacher-generated lessons taught all year combined with P.E.</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory.</p>
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<p>and</p> <p>(B) describe ways technology can influence health.</p> <p>(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health.</p> <p><i>The student is expected to:</i></p> <p>(A) explain the influence of peer pressure on an individual's social and emotional health; and</p> <p>(B) describe the importance of being a positive role model for health.</p> <p>(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.</p> <p><i>The student is expected to:</i></p> <p>(A) describe the qualities of a good friend;</p> <p>(B) explain steps in conflict resolution;</p> <p>(C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;</p> <p>(D) demonstrate healthy ways of gaining attention;</p> <p>(E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;</p> <p>(F) analyze strengths and weaknesses in personal communication skills;</p> <p>(G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and</p> <p>(H) demonstrate refusal skills.</p> <p>(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.</p> <p><i>The student is expected to:</i></p> <p>(A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;</p> <p>(B) describe healthy ways of responding to disrespectful behavior; and</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. Why is it possible to know anything at all?</p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special</p>
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<p>(C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</p> <p>(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p> <p><i>The student is expected to:</i></p> <p>(A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;</p> <p>(B) explain the advantages of setting short and long-term goals;</p> <p>(C) describe the importance of parental guidance and other trusted adults in goal setting;</p> <p>(D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and</p> <p>(E) describe steps in decision making and problem solving.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Student Activities</p> <p>Games</p> <p>Books</p> <p>Role Play</p> <p>Projects</p> <p>Journal</p> <p>Teaching Strategies</p> <p>Oral Instruction</p> <p>Demonstration</p> <p>Visual Aids</p> <p>Hands-on Activities</p> <p>Games</p> <p>Cooperative Learning</p> <p>Small Groups</p> <p>Guided Inquiry</p> <p>Open-ended Questions</p> <p>Debate</p> <p>Lecture</p>	<p>revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are</p>
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