

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>1. The ability to live, work and play depends upon the healthy functioning of body systems. (HP 1)</p>	<p>a. organize data, information and ideas about the structure and function of the body systems into useful forms (including charts, graphs, outlines) for analysis and presentation. (1.8)</p>	<p>K/HG/42-43; K/HG/44; 1/HG/43-44; 2/HG/44; 3/HG/33-34; 3/HG/35-36; 4/HG/53-54; 4/DP/60-61</p>
<p>2. Daily activities can affect body system functioning. (HP 2)</p>	<p>a. evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)</p>	<p>K/HG/46; K/DP/32-33; 1/HG/45-46; 2/PM/1; 3/HG/33-34; 3/HG/35-36; 4/HG/55-56; 4/DP/58-59</p>
<p>3. The skeletal/muscular, cardiovascular, respiratory, urinary, digestive systems and nervous system have basic structures and functions that enable humans to live and perform a variety of tasks. (HP 1)</p>	<p>a. identify and describe the basic structures and functions of the circulatory, respiratory, urinary, skeletal/muscular, digestive, and nervous system (1.10; 2.10)</p>	<p>K/DP/28-29; 3/HG/30</p>
<p>4. The skeletal system provides a framework for the body. It protects internal organs, aids in movement and plays a role in blood cell formation. (HP 1)</p>	<p>a. compose written communications for parents and students regarding the body systems, their structures and functions (2.1)</p>	<p>2/HG/42-43</p>
<p>5. The muscular system provides humans with the ability to move and perform a variety of physical tasks. Specialized muscles help humans breathe, digest food, eliminate wastes and circulate blood. (HP 1)</p>	<p>a. design and conduct field and laboratory inquiries by using the five senses to gather information; make observations; organize data; predict, summarize and draw conclusions about one's personal and social environment (1.3)</p>	<p>2/HG/42-43; 4/HG/51-52</p>
<p>6. The cardiovascular system includes the heart and blood vessels. The heart pumps blood to all body cells. The blood delivers oxygen and nutrients and removes carbon dioxide and other waste materials. (HP 1)</p>		<p>3/HG/33-36; 4/HG/53-56</p>
<p>7. The respiratory system, which includes the air passage ways and lungs, takes in oxygen from the air, delivers it to the blood through the capillaries, and removes carbon dioxide from the blood. (HP 1)</p>		<p>3/HG/33-36; 4/HG/53-56</p>
<p>8. The urinary system is part of the excretory system. It includes the kidneys, ureters, bladder and urethra. The urinary system filters waste from the blood and removes excess water. (HP 1)</p>		

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems continued

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>9. The digestive system processes food into a form the body can use for growth and internal functioning. It also removes solid waste from the body. (HP 1)</p>		<p>3/HG/33-34</p>
<p>10. The human brain is part of the nervous system. The brain is important for all thought processes and for feelings, coordination and balance. The brain also monitors internal functioning including breathing and heart rate. (HP 1)</p>	<p>a. design and conduct introductory laboratory investigations regarding body system functions, e.g., heart rate and physical activity, strength of bones, volume of exhaled air, the effect of digestion on food, etc. (1.3)</p>	

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>1. Social systems include functions and characteristics of the family, friends and peer relationships. (SS 6)</p>	<p>a. evaluate characteristics of a healthy community and environment (1.6)</p>	<p>K/CE/20-21; K/CE/22-23; 1/FL/12; 2/CE/15; 4/CE/15-16</p>
<p>2. Family, friends and peers can have a positive or negative influence on one's well-being. (HP 2)</p>	<p>a. describe characteristics needed to be a responsible friend and family member (4.3)</p>	<p>K/PM/4-5; 1/FL/10-11; 2/FL/10-12; 3/FL/9-10; 3/FL/11-13; 4/FL/12-13</p>
<p>3. Individuals have unique needs, strengths, abilities and responsibilities within culturally diverse social systems. (HP 2)</p>	<p>a. identify and discuss the effects of human actions toward people with different abilities and toward people with different ethnic and cultural backgrounds (2.3; 4.3) b. analyze the duties and responsibilities needed to be a contributing member of a social community (4.3)</p>	<p>K/PM/6-7; 1/FL/15; 2/FL/10-12; 3/HG/31-32 K/FL/8-9; 1/PM/6; 2/CE/16-17; 2/CE/18-19; 2/FL/10-12; 3/FL/9-10; 4/CE/15-16</p>
<p>4. There are agencies such as Department of Health, the fire department, police department , etc. that work to improve or maintain the health of the community. (SS 6)</p>	<p>a. identify appropriate health professionals who can provide assistance for specific health issues or problems (3.2)</p>	<p>K/SA/37; 1/DP/31-32; 2/DP/53-54;</p>

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
5. A component of effective communication is the ability to express needs, wants and feelings in health-enhancing ways. (HP 2)	a. identify confusing, difficult or threatening situations that may require the assistance of a trusted adult (3.1) b. identify appropriate ways to express needs, wants and feelings in a variety of situations (2.1) c. demonstrate ways to communicate care, consideration and respect of self and others (4.7)	K/SA/40-41; 1/SA/23-24; 2/SA/47-48; 3/SA/21-22; 4/FL/8-9 K/FL/10-11; 1/PM/7-8; 2/SA/47-48; 3/SA/21-22; 3/FL/16-17; 4/FL/8-9 K/FL/10-11; 1/PM/3-5; 2/PM/2-3; 3/FL/14-15; 4/FL/8-9
6. Effective communication includes verbal and non-verbal skills such as organizing thoughts, attentive listening, speaking clearly, interpreting non-verbal cues and avoiding put-downs. (CA 6)	a. use effective communication skills in the classroom and in simulated social situations (2.3) b. discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)	K/PM/1; 1/PM/3-5; 2/PM/4-5; 3/FL/16-17; 4/FL/10-11 1/PM/3-5; 2/PM/4-5; 3/FL/14-15; 4/FL/10-11

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Personal health is enhanced by behaviors that include care of skin, hair, teeth, gums, eyes, nose, ears and nails. (HP 2)	a. identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)	K/PM/2-3; K/DP/47-48; 1/PM/1-2; 2/PM/2-3; 3/NF/25-29; 4/PM/1-2; 4/NF/44-45; 4/NF/48-49; 4/DP/58-59
2. Regular physical activity, adequate sleep and balanced nutrition contributes to health maintenance and enhancement. (HP 2)	a. apply knowledge about physical activity and care of the body to daily personal health habits (1.10) b. using a variety of hands-on resources, literature and discussion, identify teeth and their functions in eating, speaking and appearance (1.4)	K/NF/14-19; 1/NF/25-30; 1/HG/45-46; 2/NF/20-22; 3/NF/25-29; 4/NF/46-47; 4/DP/60-61 K/DP/47-48; 1/HG/45-46; 3/HG/30;

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
3. Preventive care enhances personal health and assists in early detection and treatment of health problems, e.g., regular health and dental check-ups, immunizations, etc. (HP 3)	a. identify why preventive physical and dental exams are important for health maintenance (4.7)	K/DP/47-48; K/DP/50; 1/HG/45-46; 2/DP/53-54; 4/DP/58-59
4. All organisms grow and change throughout life. (HP 1)	a. identify and sequence the stages of the human life cycle, e.g., infant, toddler, pre-school, school-age, etc. (1.6)	K/HG/42-44; 1/HG/47; 3/HG/31-31; 4/HG/51-52

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Basic principles of nutrition (food sources, the food pyramid and essential nutrients) are necessary for an understanding of how nutrition and health are interrelated. (HP 2)	a. identify, locate and select information about the sources and basic functions of the six essential nutrients (1.6) b. categorize foods into appropriate groups on the food pyramid based on primary nutrient content (1.10)	K/NF/14-15; 1/NF/26-27; 1/NF/28-29; 2/NF/20-22; 3/NF/25-26; 4/NF/44-45 3/NF/25-26; 4/NF/46-47
2. Balance, variety and moderation in the diet will enhance and promote health. (HP 2)	a. make informed decisions regarding food choices based on understanding of balance, moderation and variety (4.7)	K/NF/17; 1/NF/25; 2/NF/27-28; 3/NF/28-29; 4/NF/48-49
3. Food provides energy for the human body to work, grow and perform daily routines. (HP 1,2)	a. describe the relationship between food intake and energy/activity levels (1.6)	1/NF/30; 3/NF/23-24; 3/NF/27; 4/NF/46-47
4. Food choices are influenced by availability, family, preferences, and culture, e.g., nationality, religion, heritage. (HP 2)	a. describe the relationship of family preferences and culture to one's food choices 91.7; 1.10)	2/NF/23-24; 3/NF/25-26; 4/NF/46-47

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT
C. Consumer Health

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. The media can influence one’s health habits and decisions, e.g., persuasive advertising techniques. (HP 6)	a. interpret how the media can influence a consumer’s decisions regarding health practices and products (1.7)	1/DP/35-37; 2/DP/33-34; 3/NF/28-29; 3/DP/44-45; 4/NF/48-49; 4/DP/35-36
2. Reading labels can help consumers make decisions about product selections. (HP 2, 6)	a. interpret labels in order to make decisions about product selections (1.5, 4.1)	2/NF/27-28; 3/DP/39; 4/NF/46-47
3. Health literacy includes the ability to understand how communication techniques used through a variety of media can influence health decisions and practices. (HP 6)	a. use technological tools to exchange information and ideas (2.7)	K/DP/35-37; 1/NF/25; 3/DP/44-45

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT
D. Life Management Skills

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Basic life management includes skills in decision making, problem solving, goal setting, refusal and stress management. (HP 2)	a. develop and record short term goals regarding personal health and/or fitness, (e.g., brush teeth twice a day for the next two weeks, walk for fifteen minutes three times a week after school), monitor progress and evaluate (4.5) b. identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1) c. apply basic conflict resolution strategies to solve or prevent problems (3.2) d. demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)	K/NF/16; 1/NF/25; 1/NF/30; 2/PM/4-5; 2/PM/6-7; 3/PM/5-6; 4/PM/6-7 K/FL/13; 1/FL/13-14; 2/FL/13-14; 3/FL/14-15; 4/SM/30-31 K/FL/13; 1/FL/13-14; 2/FL/13-14; 3/FL/14-15;3/FL/16-17 4/SM/30-31 K/SA/40-41; 1/SA/23-24; 1/DP/38-39; 2/DP/37-39; 2/SA/47-48; 3/SA/21-22; 3/DP/44-45; 4/DP/41-42

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STRAND III: RISK ASSESSMENT AND REDUCTION
A. Disease Prevention and Control

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Diseases can be categorized as communicable (transmitted to humans through some vehicle, e.g., person, air, water, insect, etc.) or non-communicable (not passed from person to person, e.g., cancer, heart disease, etc.). (HP 3)	a. organize information about basic diseases into communicable and non-communicable and describe the difference between the two (1.5) b. identify and describe basic causes, symptoms, treatments and management of common communicable diseases and health problems (1.5); 1.10; 4.7	1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61 K/DP/49; 1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61
2. The body has ways to defend itself against disease. (HP 1)	a. identify the body's basic lines of defense, including skin, hairs in nasal passage, bronchi, stomach acid and white blood cells (1.5)	4/DP/60-61
3. There are certain conditions and behaviors that enhance both growth and spread of germs. (HP 3)	a. draw conclusion about factors necessary for germs to grow (1.2)	2/DP/49-50; 3/DP/46-47; 4/DP/60-61
4. There are health behaviors and practices that can speed recovery, reduce diseases and prevent illness. Behaviors include good handwashing, covering mouth when sneezing, adequate rest, drinking plenty of fluids during illness, keeping immunizations up-to-date. (HP 2,3)	a. identify and apply practices that reduce one's risk of communicable diseases and speeds recovery from illness (3.1; 3.2; 4.7)	K/DP/49; 1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61
5. Early intervention and health practices can help to manage, reduce the risk or prevent non-communicable diseases. (HP 3)	a. determine cause and effect relationship between health behaviors and disease on illness (1.6)	1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61

STRAND III: RISK ASSESSMENT AND REDUCTION
B. Injury Prevention and Control

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. There are observable conditions in a safe home, school or neighborhood environment. (HP 5)	a. identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)	K/SA/35-36; 1/SA/16-17; 1/SA/18-19; 1/SA/20-21; 1/SA/22; 2/SA/45-46; 3/SA/18; 3/SA/19-20; 4/SA/23-24

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Control continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
2. There are ways to assess one's environment and to recognize the potential for danger in everyday situations, e.g., not wearing a seat belt, too many plugs in one outlet, telling a caller that parents are not home, etc. (HP 5)	a. identify potential risks in daily living and apply basic health and safety measures (4.7)	K/SA/35-36; K/SA/38-39; 1/SA/16-17; 1/SA/20-21; 2/SA/45-46; 3/SA/21-22; 4/SA/23-24; 4/SA/25
3. Basic first aid procedures and decision-making skills can help to protect one's safety and well-being, e.g., never taking another individual's medicine, running cool water over a first degree burn. (HP 2, 7)	a. demonstrate basic first aid procedures for handling childhood injuries, e.g., cuts, scrapes, first degree burns, etc. (1.10) b. select and apply first aid procedures to solve problems related to simple injuries, choking and weather emergencies, e.g., where to go in a storm. Verify whether a first aid solution addresses the problem to which it was applied (3.1; 3.2; 3.7)	see grade 5 see grade 5
4. Individuals can reach emergency assistance by knowing the appropriate number to call (911 in most areas) and including pertinent information (who, what, where, how many, ask for assistance and hang-up last). (HP 7)	a. recognize problems in daily living situations that may require emergency assistance and select appropriate resources, including 911 call to solve the problem (3.2; 3.7)	K/SA/37; 1/SA/16-17; 1/SA/22; 3/SA/21-22; 4/SA/21-22

STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol, and Other Drugs (TAOD)

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. There are safe and unsafe substances that can be placed in the mouth. (HP 5)	a. identify substances that are safe and unsafe to be taken orally (1.10; 4.7)	K/DA/27; 1/DA/33-34; 2/DA/29-30; 3/DA/37-38; 4/DA/33-34
2. Medicines are used to treat an illness or to prevent health problems. Medicines should be taken under the supervision of an adult according to recommended guidelines. (HP 5)	a. identify the purpose of medicines and how they can be used safely (1.10; 4.7)	K/DA/27; 1/DA/31-32; 2/DA/31-32; 3/DA/39
3. Tobacco, alcohol and other drugs (TAOD) can have dangerous effects on the body. (HP 5)	a. describe how TAOD can affect body systems (2.4; 3.5; 4.1)	K/DA/28-29; 1/DA/35-37; 1/DA/38-39; 2/DA/31-32; 2/DA/33-34; 2/DA/35-36; 3/DA/40-41; 4/DA/35-36; 4/DA/37-38

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol, and Other Drugs (TAOD) continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
4. Tobacco contains nicotine which is an addictive drug. Smoking can affect not only the smoker but others exposed to second-hand smoke. (HP 5)	a. describe the effects of smoking including second-hand smoke (2.1; 2.4; 3.5; 4.1)	K/DA/28-29; 1/DA/35-37; 2/DA/33-34; 3/DA/40-41; 4/DA/35-36
5. Many factors, e.g., media, peers, self-concept, etc., influence decisions to use or abuse substances. (HP 5,6)	a. evaluate how the media and other factors may influence one's perspective (1.7) b. describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol, and other drug use (2.1)	1/DA/38-39; 2/DA/33-34; 3/DA/42-43; 3/DA/44-45; 4/DA/35-36 K/DA/30-31; 1/DA/41-42; 2/DA/33-34; 3/DA/37-38; 3/DA/42-43; 4/DA/41-42

NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc, are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.

STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Air, land and water pollution plus exposure to sun and loud noises can affect one's health. (SC 4)	a. Identify actual or potential risk factors within the home, school and community environment that can affect one's health, then establish goals and a plan to reduce personal risks, e.g., wearing sunscreen, keeping food refrigerated, having parent change furnace filter, etc. (3.1; 4.5)	K/CE/22-23; 1/SA/16-17; 1/SA/18-19; 2/CE/15; 2/CE/16-17; 2/SA/45-46; 3/SA/21-22; 4/CE/15-16
2. There are laws, regulations and community agencies that are designed to promote and protect community and environmental health. (SC 8)	a. Examine a common environmental problem, then discuss the effort made by individual agencies or the government to reduce or to prevent the problem (3.1; 3.7)	K/CE/24; 4/CE/17-18
3. Individual actions can do much to help preserve the environment and promote environmental health. (SC 4)		4/CE/15-16; 4/CE/17-18; 4/CE/19-20

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STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

- A. Fundamental Movement Skills and Games – *see physical education curriculum*
- B. Sport Skills and Lifetime Activities – *see physical education curriculum*
- C. Rhythms and Dance – *see physical education curriculum*
- D. Principles of Human Movement – *see physical education curriculum*

STRAND V: PHYSICAL AND LIFETIME WELLNESS

A. Personal Fitness/Wellness

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Gaining basic knowledge of the components of health-related fitness is essential to understanding that exercise contributes to good health. (HP 4)	a. identify the components of health-related fitness and relate their importance to individual well-being. (4.1) b. differentiate between aerobic and anaerobic exercises when performing individual routines (1.6) c. select and participate regularly in physical activities for the purpose of improving skills and health (4.7)	K/NF/16/1,2; 1/NF/30/1; 2/NF/27-28/1; 3/NF/27/1; 4/NF/48-49/1 2/NF/25-26/3
2. Learning the internal and external body parts and their relationship to developing a healthy body helps in understanding their physical self. (HP 1)	a. identify the major structures and functions of the circulatory, respiratory, muscular and skeletal systems and relate them to the development of a healthy body (1.6)	K/DA/28-29/2; 1/HG/43-44/2; 2/NF/25-26/1,2; 3/HG/30/2; 3/HG/33-34/2,3; 4/HG/53-54/1,2
3. There are physiological signs associated with engagement in rigorous physical activity. (HP 1, 4)	a. use technological tools and other resources to locate, select and organize information (1.4) b. recognize the physiological indicators that accompany moderate and vigorous physical activity (1.10)	2/NF/25-26/1; 4/HG/55-56/4 2/NF/25-26/1; 4/HG/55-56/4
4. Health-related fitness testing is conducted for personal fitness assessment. (HP 4)	a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7) b. associate results of fitness testing to health status and the ability to perform various activities (1.6)	K/NF/16/2; 1/NF/30/3; 4/NF/48-49/5

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STRAND V: PHYSICAL AND LIFETIME WELLNESS
 A. Personal Fitness/Wellness continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
5. Stress is present in many forms at all developmental levels and effective coping and management skills must be learned. (HP 2)	a. recognize ways to manage common sources of stress (4.7)	K/FL/13/2; 1/FL/13-14/2; 2/FL/13-14/2; 3/FL/14-15/1,2; 4/SA/30-31/2,3
6. Wellness is developing a positive attitude and quality of life that involves proper diet, exercise, time for recreation, time for work and time for family. (HP 2))	a. use technological tools and other resources to locate, select and organize information (1.4) b. explain the role of nutrition and physical fitness in the maintenance of optimal health (2.1) c. recognize that substance use and abuse is detrimental to healthy lifestyle (3.1)	1/NF/25/2; 2/HG/40-41/1; 3/HG/30/1; 3/DA/44-45/1; 3/NF/28-29/1; 3/HG/35-36/2; 4/NF/48-49/1 K/NF/14-15/1,2; 1/NF/25/1,2; 2/NF/20-22/1; 3/NF/27/1; 3/NF/28-29/2; 4/NF/44-45/1 K/DA/32-33/1,2; 1/DA/41-42/1,3; 3/DA/44-45/2,3; 4/DA/41-42/1-4

STRAND V: PHYSICAL AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings –
see physical education curriculum

C. Injury Prevention/Treatment and Rehabilitation – *see physical education curriculum*

*PM=Personal and Mental Health, FL=Family Life, CE=Community and Environmental Health, SM=Stress Management, DA=Drug Prevention, NF=Nutrition and Fitness, HG=Human Growth and Development, SA=Safety, VP=Violence Prevention, DP=Disease Prevention