

BISD Health Education – Grade 4

Integration into the Current Curriculum

Key:

Daily reinforcement

PE - Physical Education

HLAY – Here’s Looking at You

SC – Science

SS – Social Studies

Music

LA– Language Arts

RE - Reading

Campus Counselor/Nurse Program

Health TEK	Student Expectation	Integration	Documented
4.1A	Identify the benefits of six major nutrients contained in foods	HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit	
4.1B	Identify information on menus and food labels	HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit	
4.1C	Differentiate between aerobic and anaerobic exercise	HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit	
4.1D	Explain the physical, mental, and social benefits of fitness	PE 4.3A Describe and select physical activities that provide for enjoyment and challenge PE 4.3B Name the components of health-related fitness such as strength, endurance, and flexibility HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit	
4.1E	Explain how sleep affects academic performance	PE 4.4H Describe the need for rest and sleep in recovering from exercise	

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Prepared by Office of Curriculum Facilitators – 6/15/05

S. Speir & A. Artley

BISD Health Education – Grade 4 Integration into the Current Curriculum

Health TEK	Student Expectation	Integration	Documented
4.1F	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>PE 4.4F Explain the link between physical activity/inactivity and health such as reduce stress and burn calories</p> <p>PE 4.4G Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release</p> <p>HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit</p>	
4.2A	Describe how health behaviors affect body systems	<p>PE 4.4A Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors</p> <p>PE 4.4C Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility</p>	
4.2B	Describe the basic function of major body systems such as the circulatory and digestive systems	PE 4.4D Identify major muscle groups and the movements they cause	
4.3A	Identify characteristics of health information	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health	
4.3B	Describe the importance of accessing health information through a variety of health resources	<p>PE 4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology</p> <p>HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health</p>	

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4.4A	Identify the use and abuse of prescription and non-prescription medication such as over-the-counter		
4.4B	Explain the similarities of and the differences between medications and street drugs/substances	<p>HLAY #3,4 Describe the physiological and behavioral effects of alcohol</p> <p>HLAY #5 Identify nicotine as the stimulant drug found in tobacco and describe the physical and behavioral effects of smoking tobacco products</p> <p>HLAY #7 Describe the physiological and behavioral effects of smokeless tobacco and articulate the undesirability of using smokeless tobacco</p>	
4.4C	Describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences	<p>HLAY #3,4 Describe the physiological and behavioral effects of alcohol</p> <p>HLAY #5 Identify nicotine as the stimulant drug found in tobacco and describe the physical and behavioral effects of smoking tobacco products</p> <p>HLAY #7 Describe the physiological and behavioral effects of smokeless tobacco and articulate the undesirability of using smokeless tobacco</p> <p>HLAY #9 Identify legal, school, family, and personal consequences of using drugs</p> <p>HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic</p> <p>HLAY #15 Describe the characteristics of chemical Dependency</p>	

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4.4D	Identify ways to avoid drugs and list alternatives for the use of drugs and other substances	HLAY #5 Identify nicotine as the stimulant drug found in tobacco and describe the physical and behavioral effects of smoking tobacco products HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.4E	Explain how to develop a home-safety and emergency response plan such as fire safety	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.4F	Identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home	HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.4G	Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult		
4.5A	Set personal-health goals for preventing illness	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic HLAY #19 Implement a plan to continue practicing and using the information and skills they learned in the unit HLAY #15 Describe the characteristics of chemical dependency	

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4.5B	Identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi		
4.5C	Discuss ways in which prevention and transmission of disease are affected by individual behaviors		
4.5D	Distinguish between communicable and noncommunicable diseases		
4.6A	Identify similarities in which healthy environments can be promoted in homes, schools, and communities		
4.6B	Explain the importance of a community environmental health plan		
4.7A	Explain how the media can influence health behaviors	SS 4.22E Identify the elements of frame of reference that influenced the participants in an event	
4.7B	Describe ways technology can influence health		
4.8A	Explain the influence of peer pressure on an individual's social and emotional health	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health HLAY #10 Describe the sources that influence their	

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		<p>behavior</p> <p>HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble</p> <p>HLAY #11 Identify skills they can use when they're tempted to use tobacco or other drugs</p>	
4.8B	Describe the importance of being a positive role model for health	<p>HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health</p> <p>HLAY #10 Describe the sources that influence their behavior</p> <p>HLAY #12 Identify potentially troublesome situations in</p>	

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		<p>which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble</p> <p>HLAY #11 Identify skills they can use when they're tempted to use tobacco or other drugs</p>	
4.9A	Describe the qualities of a good friend	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health	
4.9B	Explain steps in conflict resolution		
4.9C	Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted	<p>HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or</p>	

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		otherwise get into trouble HLAY #11 Identify skills to be used when tempted to use tobacco or other drugs	
4.9D	Demonstrate healthy ways of gaining attention	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health	
4.9E	Identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.9F	Analyze strengths and weaknesses in personal communication skills	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble	
4.9G	Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or	

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		otherwise get into trouble HLAY #11 Identify skills to be used when tempted to use tobacco or other drugs	
4.9H	Demonstrate refusal skills	HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble HLAY #11 Identify skills to be used when tempted to use tobacco or other drugs	
4.10A	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	HLAY #1 Identify key helping resources in their school and use Ground Rules in classroom discussions on Health	
4.10B	Describe healthy ways of responding to disrespectful behavior	HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble HLAY #13,14 Identify situations in which they might be	

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		<p>asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble</p> <p>HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic</p>	
4.10C	Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors	<p>HLAY #10 Describe the sources that influence their behavior</p> <p>HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble</p> <p>HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic</p>	

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4.11A	Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.11B	Explain the advantages of setting short and long-term goals	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.11C	Describe the importance of parental guidance and other trusted adults in goal setting	HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic	
4.11D	Explain the dangers of yielding to peer pressures by assessing risks/consequences	<p>HLAY #10 Describe the sources that influence their behavior</p> <p>HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Identify situations in which they might be asked to use drugs or otherwise get into trouble. Use the steps of The Refusal Skill to resist pressure to use drugs or otherwise get into trouble</p> <p>HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic</p> <p>HLAY #11 Identify skills to be used when tempted to use tobacco or other drugs</p>	

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4.11E	Describe steps in decision making and problem solving	<p>HLAY #12 Identify potentially troublesome situations in which they'd want to exercise self-control. Use the steps of the Refusal Skill for Self-Control to prevent themselves from using drugs and otherwise getting into trouble</p> <p>HLAY #13,14 Describe using the steps of The Refusal Skill for Self-Control to resist pressure to use tobacco, alcohol, and other drugs</p> <p>HLAY #16,17 Identify the effect of alcoholism on the family and identify strategies that help in coping with living with someone who's alcoholic</p> <p>HLAY #11 Identify skills to be used when tempted to use tobacco or other drugs</p> <p>SS 4.24B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>	

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