

Grade 4

Wellness and Health Promotion WHP

- 1 Identify individual, cultural, and family values that affect one's health. 4.WHP.1
- 2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed. 4.WHP.2
- 3 Understand why sleep is necessary for the brain and body and describe how sleep works. 4.WHP.3
- 4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services. 4.WHP.4
- 5 Define social pressures and peer influences and identify how they can impact behavior. 4.WHP.5

Safety and First Aid SFA

- 1 Identify the steps of what to do if firearms are seen or found. 4.SFA.1
- 2 Identify strategies for staying safe online. 4.SFA.2

Substance Use, Misuse, and Abuse SUB

- 1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body. 4.SUB.1
- 2 Identify the basic function of body organs and systems and how different substances can affect them. 4.SUB.2
- 3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals. 4.SUB.3
- 4 Demonstrate how to read medicine labels and prescription instructions. 4.SUB.4
- 5 Identify procedural steps in decision making around substance use. 4.SUB.5
- 6 Demonstrate communication skills for asserting boundaries around substance use. 4.SUB.6
- 7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing. 4.SUB.7

Food, Nutrition, and Physical Activity FNP

- 1 Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes. 4.FNP.1

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- 2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.** 4.FNP.2
 - 3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.** 4.FNP.3
 - 4 Describe the relationship between physical activity and the need for food and hydration.** 4.FNP.4
 - 5 Describe differences in food customs, traditions, and preparations.** 4.FNP.5
 - 6 Identify internal and external influences that affect food choices and physical activities.** 4.FNP.6
 - 7 Describe the basic functions of the digestive system.** 4.FNP.7
 - 8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.** 4.FNP.8
 - 9 Discuss factors that affect the availability of food, including socioeconomic status and location.** 4.FNP.9
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Social, Emotional, and Mental Health SEM

- 1 TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.** 4.SEM.1
 - 2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.** 4.SEM.2
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Healthy Relationships and Violence/Abuse Prevention HRVP

- 1 TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.** 4.HRVP.1
 - 2 Describe a variety of healthy ways to show and express liking or loving someone.** 4.HRVP.2
 - 3 Discuss how power and inequality influence different types of relationships and boundaries.** 4.HRVP.3
 - 4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.** 4.HRVP.4
 - 5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.** 4.HRVP.5
 - 6 Discuss communication skills to build healthy relationships and manage conflict.** 4.HRVP.6
 - 7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.** 4.HRVP.7
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- 8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.** 4.HRVP.8
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- 9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.** 4.HRVP.9
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Growth and Development GD

- 1 Discuss physical, emotional, neurological, and social changes associated with puberty.** 4.GD.1
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- 2 Identify body care practices related to puberty, including using menstrual products.** 4.GD.2
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- 3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.** 4.GD.3
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Sexual and Reproductive Health SRH

- 1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.** 4.SRH.1