Oregon Health

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
Fo Ph		**dentify examples of food items grown in different regions throughout the state, ncluding 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
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
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	**'dentify situations when someone is being abused or harassed and identify people ır 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
	9 **Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.** 4.HRVP.9
Growth and Development GD	1 **Discuss physical, emotional, neurological, and social changes associated with puberty.** 4.GD.1
	2 **Identify body care practices related to puberty, including using menstrual products.** 4.GD.2
	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
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