

# Grade 4

Adopted 2017

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**1. Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.** D-4.1.1

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**2. Discuss reasons that there are laws regulating ATOD use.** D-4.1.2

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**3. Define the term gateway drugs.** D-4.1.3

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**1. List the factors that affect an individual's growth (e.g., nutrition, heredity, and environment).** G-4.1.1

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**2. Define the terms hormones and puberty.** G-4.1.2

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**3. Identify examples of the physical, emotional, and social changes that occur in puberty and adolescence.** G-4.1.3

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**4. Identify personal hygiene needs during puberty and adolescence.** G-4.1.4

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**1. Discuss the consequences of violent and unsafe behaviors, including gang behavior.** I-4.1.1

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**2. Describe basic first aid and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth.** I-4.1.2

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**1. Describe the characteristics associated with a positive self-concept.** M-4.1.1

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**2. Define the term depression.** M-4.1.2

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**1. Identify the six essential nutrients and the food groups that contain each essential nutrient.** N-4.1.1

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**2. Analyze the nutrition information included on food package labels.** N-4.1.2

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**3. Explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes.** N-4.1.3

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**4. Explain the interrelationship among food intake, physical activity, and health.** N-4.1.4

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**5. Describe the benefits of choosing a variety of ways to be physically active.** N-4.1.5

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1. Define the term pathogens. P-4.1.1
  2. Describe ways to prevent or contain communicable diseases. P-4.1.2
  3. Describe the immune system and the way it works. P-4.1.3
  4. Describe ways to prevent common childhood injuries and health problems. P-4.1.4
  5. Identify the major parts of the nervous system (e.g., brain, nerves, spinal cord). P-4.1.5
  6. List ways to reduce exposure to harmful environmental factors (e.g., ultraviolet rays, pollutants). P-4.1.6
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Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

1. Describe factors that can positively and negatively influence a person's decision to use or not use ATOD. D-4.2.1
  1. Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents). I-4.2.1
  2. Identify ways that gangs can threaten individual and community safety. I-4.2.2
  3. Analyze appropriate use of the internet and social media to reduce risk behaviors. I-4.2.3
  1. Explain ways that peers can influence an individual's self-concept. M-4.2.1
  1. Describe factors that influence individual healthy food choices and physical activity. N-4.2.1
  2. Predict the effects of nutritional choices on an individual's health, including oral health. N-4.2.2
  1. Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors. P-4.2.1
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Students will demonstrate the ability to access valid information, products, and services to enhance health.

1. Identify people in the family, school, or community who could provide valid health information about changes that occur during puberty. G-4.3.1
  1. Locate resources in the home, school, and community that provide valid mental, emotional, and social health information. M-4.3.1
  1. Identify places to access accurate information on healthy foods and physical activity. N-4.3.1
  1. Locate valid health information, products, and services that promote personal and community health, including oral health, environmental health, and the prevention of disease. P-4.3.1
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

1. Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use [D-4.4.1](#)
1. Discuss ways to communicate with safe adults about the stages of growth and development. [G-4.4.1](#)
1. Model refusal skills that a person can use to resolve conflict and promote personal safety. [I-4.4.1](#)
1. Demonstrate ways to ask for assistance to promote personal health. [P-4.4.1](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

1. Explain why saying "no" to ATOD is a healthy decision. [D-4.5.1](#)
1. Develop a safe and appropriate plan to employ when using social media (e.g., to tell a safe adult when something feels unsafe; privacy settings; internet safety; appropriate behaviors and photos). [I-4.5.1](#)
1. Use nutrition information on food package labels to make healthy food choices. [N-4.5.1](#)
1. Explain when adult assistance is needed in order to make a health-related decision. [P-4.5.1](#)

Students will demonstrate the ability to use goal-setting skills to enhance health.

1. Develop a plan to reduce and manage stress. [M-4.6.1](#)
1. Set a nutritional goal and track progress towards achievement. [N-4.6.1](#)
2. Create a goal and track progress to reduce screen time and increase daily physical activity. [N-4.6.2](#)
1. Identify a personal health goal and name resources to help achieve that goal. [P-4.6.1](#)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

1. Demonstrate basic first aid procedures and responses to common emergencies. [I-4.7.1](#)
2. State ways to keep the mouth safe from injury. [I-4.7.2](#)
1. Demonstrate ways to interpret the information on food labels to plan a meal. [N-4.7.1](#)
1. Develop a plan to achieve recommended sleep habits (e.g., recommended number of sleep hours; limited screen time and food prior to bedtime) to promote overall health. [P-4.7.1](#)
2. Implement a personal health plan with the help of a parent or guardian. [P-4.7.2](#)

**Students will demonstrate the ability to advocate for personal, family, and community health.**

**1. Model ways to influence and support others in refusing to use ATOD.** D-4.8.1

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**1. Encourage others to use active bystander behaviors when appropriate (e.g., bullying, cyberbullying, ATOD use).** M-4.8.1

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**1. Advocate for others to eat healthy foods and to engage in regular physical activity.** N-4.8.1

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**1. Demonstrate ways to influence and support others in making healthy choices related to personal health.** P-4.8.1

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**2. Encourage others to keep the air, land, and water clean and safe.** P-4.8.2