South Carolina Health and Safety Education

# 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
2. **Discuss reasons that there are laws regulating ATOD use.** D-4.1.2
3. **Define the term gateway drugs.** D-4.1.3

1. **List the factors that affect an individual's growth (e.g., nutrition, heredity, and environment).** G-4.1.1
2. **Define the terms hormones and puberty.** G-4.1.2
3. **Identify examples of the physical, emotional, and social changes that occur in puberty and adolescence.** G-4.1.3
4. **Identify personal hygiene needs during puberty and adolescence.** G-4.1.4

1. **Discuss the consequences of violent and unsafe behaviors, including gang behavior.** I-4.1.1
2. **Describe basic first aid and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth.** I-4.1.2

1. **Describe the characteristics associated with a positive self-concept.** M-4.1.1
2. **Define the term depression.** M-4.1.2

1. **Identify the six essential nutrients and the food groups that contain each essential nutrient.** N-4.1.1
2. **Analyze the nutrition information included on food package labels.** N-4.1.2
3. **Explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes.** N-4.1.3
4. **Explain the interrelationship among food intake, physical activity, and health.** N-4.1.4

**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 |
| **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 |
| **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 |

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**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

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

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

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

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