Texas Health Education

Grade 4

Adopted 2020

The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems. 4.1	**1. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.** 4.1
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to: 4.2	**A. explain the importance of health information and how it can be used;** 4.2.A **B. describe how health care decision making is influenced by external factors such as cost and access;** 4.2.B **C. explain strategies for maintaining personal hygiene and health habits;** 4.2.C **D. distinguish between communicable and noncommunicable illnesses;** 4.2.D **E. explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and** 4.2.E **F. define vector-borne illnesses and describe how to reduce their risk.** 4.2.F
The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	**A. analyze how thoughts and emotions influence behaviors;** 4.3.A **B. describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;** 4.3.B **C. discuss and explain how the brain develops during childhood and the role the brain plays in behavior;** 4.3.C **D. identify positive and negative characteristics of social groups;** 4.3.D

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	E. explain the importance of being a positive role model; 4.3.E
	F. explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods; 4.3.F
	G. identify verbal, physical, and situational cues that indicate how others may feel; and 4.3.G
	H. explain the difference between assertive behavior and aggressive behavior. 4.3.H
The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: 4.4	**A.** discuss ways to help build self-esteem of self, friends, and others; 4.4.A
	B. explain the advantages of setting short- and long-term goals; and 4.4.B
	C. explain the importance of time management with respect to a goal. 4.4.C
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 4.5	**A.** describe methods for managing concerns related to long-term health conditions for self and others; 4.5.A
	B. differentiate between positive and negative stress; 4.5.B
	C. define sources of stress, including trauma, loss, and grief; 4.5.C
	D. discuss ways to promote a healthy body image; and 4.5.D
	E. identify self-harm behaviors that may present when someone is struggling to manage overwhelming emotions or lacks support and explain the importance of telling a parent or trusted adult if observed in self or others. 4.5.E
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: 4.6	**A.** explain why the body needs each of the six major nutrients contained in foods; 4.6.A
	B. identify nutritional information on menus and food labels; 4.6.B
	C. determine appropriate portion sizes when eating out, including at fast food restaurants; 4.6.C
	D. identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; and 4.6.D
	identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated

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	impacts on health. 4.6.E
The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness. 4.7	7. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness. 4.7
The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to: 4.8	A. describe the importance of goal setting and set a goal for making healthy food choices; and 4.8.A B. gather data from a variety of credible sources to help make informed nutritional and physical activity choices. 4.8.B
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: 4.9	A. describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes; and 4.9.A B. differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations. 4.9.B
The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to identify and demonstrate strategies for preventing and responding to injuries. 4.10	10. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to identify and demonstrate strategies for preventing and responding to injuries. 4.10
The student is expected to explain the importance of using ref say pri	11. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected. 4.11

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boundaries, or personal space are not respected. 4.11	
The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: 4.12	A. identify strategies for avoiding violence, gangs, weapons, and drugs; 4.12.A B. identify characteristics of gang behavior; 4.12.B C. identify strategies that can be used to promote safety in homes, schools, and communities; and 4.12.C D. demonstrate safety procedures that can be used in various situations, including violence in the home, school, and community. 4.12.D
The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to: 4.13	A. differentiate between appropriate and inappropriate ways to communicate in digital and online environments; 4.13.A B. explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and 4.13.B C. discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments. 4.13.C
The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: 4.14	A. analyze distinguishing characteristics of cyberbullying; 4.14.A B. describe the negative impact bullying, including cyberbullying, has on both the victim and the bully; 4.14.B C. explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and 4.14.C D. identify types of abuse and neglect and ways to seek help from a parent or trusted adult. 4.14.D
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: 4.15	A. explain why some drugs require a prescription; and 4.15.A B. identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products. 4.15.B
The student identifies and analyzes the short- an of alcohol; tobacco; drugs,	A. describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and 4.16.A

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including prescription drugs; and other substances. The student is expected to: 4.16	**B.** describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances. 4.16.B
The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 4.17	**17.** The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help. 4.17
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to: 4.18	**A.** distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and 4.18.A **B.** identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs. 4.18.B
The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to: 4.19	**A.** demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and 4.19.A **B.** identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances. 4.19.B
The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to: 4.20	**A.** explain changes that occur in males and females during puberty and adolescent development; and 4.20.A **B.** define the menstrual cycle. 4.20.B