

## Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships (relationship skills), and drug-abuse prevention, including alcohol, tobacco, and other harmful substances. Students distinguish fact from fiction and set simple goals (self-management) for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community, which aligns with responsible decision making as a critical part of healthy social and emotional development.

### Essential Health Concepts

4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.

#### Body Systems

a) Identify the major structures and functions of the immune system.

#### Nutrition

b) Identify foods that contain saturated and trans fat.

c) Describe the importance of protein for growth and development.

d) Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.

#### Physical Health

e) Describe the benefits of rest, sleep, and a physically active lifestyle.

#### Disease Prevention/Health Promotion

f) Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread).

g) Describe the types and causes of non-communicable/chronic diseases.

#### Substance Abuse Prevention

h) Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

i) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

#### Safety/Injury Prevention

j) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.

k) Describe safe and unsafe use of the Internet, including online gaming.

#### Mental Wellness/Social and Emotional Skills

l) Identify feelings and emotions associated with loss and grief and their impact on one's health.

m) Describe self-concept and how it can be influenced by internal and external factors.

n) Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).

o) Recognize that every person is different and has different needs.

#### Violence Prevention

p) Explain the difference between teasing and taunting and when teasing and taunting can be considered bullying.

- q) Describe steps to resolve a conflict.
- r) Recognize harmful or abusive relationships.

Community/Environmental Health

- s) Describe the effects of water pollution on health.
- t) Identify community health issues.

**Healthy Decisions**

- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.

Body Systems

- a) Describe how the immune system defends the body against germs and disease.

Nutrition

- b) Describe the effects of saturated and trans fat on overall health.
- c) Identify a variety of animal and plant-based protein foods.
- d) Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages.

Physical Health

- e) Explain how physical activity, rest, and sleep affect physical and mental health.

Disease Prevention/Health Promotion

- f) Analyze strategies for preventing communicable diseases.
- g) Explain the role of heredity in some chronic diseases.

Substance Abuse Prevention

- h) Examine factors that can influence an individual's decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- i) Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

Safety/Injury Prevention

- j) Explain the health consequences of not following safety practices for recreational activities.
- k) Explain the consequences of unsafe Internet use.

Mental Wellness/Social and Emotional Skills

- l) Describe healthy coping skills for handling the emotions of loss and grief.
- m) Describe how developing a healthy self-concept is an ongoing and essential life skill.
- n) Explain how bullying impacts individuals and affects one's health.
- o) Analyze positive strategies for resolving conflict.

Violence Prevention

- p) Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.
- q) Demonstrate effective communication skills.
- r) Explain why bullying or teasing someone who may have different needs or abilities is inappropriate.

Community/Environmental Health

- s) Explain the health consequences associated with water pollution.
- t) Discuss the benefits of volunteering, and identify local volunteer opportunities.

## **Advocacy and Health Promotion**

4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

### Body Systems

a) Describe the effects of nutrition, personal hygiene, and sleep on the immune system.

### Nutrition

b) Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes.

c) Design snack options that include protein, vegetables, and fruit.

d) Explain how serving sizes, additives, preservatives, and added sugar affect one's health over time (e.g., increased vulnerability to disease and obesity).

### Physical Health

e) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.

### Disease Prevention/Health Promotion

f) Develop a plan to prevent the spread of communicable disease.

g) Explore methods to reduce risks associated with no communicable/chronic disease.

### Substance Abuse Prevention

h) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.

i) Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.

### Safety/Injury Prevention

j) Promote safe participation in recreational activities.

k) Develop strategies for safe Internet and online gaming use.

### Mental Wellness/Social and Emotional Skills

l) Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.

m) Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.

n) Practice initiating, sustaining, and ending conversations.

o) Describe ways to show compassion for others.

### Violence Prevention

p) Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others.

q) Demonstrate strategies to resolve conflict in a variety of situations.

r) Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations.

### Community/Environmental Health

s) Identify possible solutions for a community health issue and volunteer opportunities to address the issue.

t) Develop strategies to reduce water pollution.