

# Grade 4

Adopted 2011

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

**1-E-1. Explain relationships among physical, emotional and social health. 1-E-1**

1. Describe the interrelationship of, emotional, social, and physical health during childhood. 1-E-1.1
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**1-E-2. Demonstrate the relationship between healthy behaviors and personal health. 1-E-2**

1. Analyze the differences between healthy and unhealthy personal behaviors. 1-E-2.1
  2. Explore the importance of drinking water and eating fiber to maintain a healthy digestive system. 1-E-2.2
  3. Identify the relationship of calcium-rich foods, vitamin D, and weight-bearing physical activity to strong bones. 1-E-2.3
  4. Identify nutrient-dense foods and high calorie foods. 1-E-2.4
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**1-E-3. Describe ways to prevent common childhood injuries and health problems. 1-E-3**

1. Identify health problems or injuries that can be prevented or treated early. 1-E-3.1
  2. Explain how injuries and health problems can be prevented or treated. 1-E-3.2
  3. Recognize how risky behaviors are related to childhood injuries and health problems. 1-E-3.3
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**1-E-4. Describe ways in which a safe and healthy school and community environment can promote personal health. 1-E-4**

1. List ways to promote safe routes to school (e.g., sidewalks, crossing guards). 1-E-4.1
2. Explain the importance of healthy food choices at school and at home. 1-E-4.2

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**1-E-5. Identify when it is important to seek health care.** 1-E-5

1. Describe how communicable and non-communicable diseases (e.g., HIV/AIDS, diabetes, cancer, heart disease) impact the overall health of the community. 1-E-5.1
  2. Identify when it is important to seek health care for communicable and non-communicable diseases. 1-E-5.2
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**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**2-E-1. Identify the influence of culture on health practices and behaviors.** 2-E-1

1. Discuss different cultural traditions in the community and how they relate to health. 2-E-1.1
  2. Identify the impact of cultural influences on the community's health practices and behaviors. 2-E-1.2
  3. Recognize that citizens of other countries may not have access to quality health care. 2-E-1.3
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**2-E-2. Describe how the family influences personal health practices and behaviors.** 2-E-2

1. List the impact that families have on one's personal health (e.g., tobacco use, alcohol use, overeating). 2-E-2.1
  2. Identify family barriers one may face in making healthy choices. 2-E-2.2
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**2-E-3. Identify how peers can influence healthy and unhealthy behaviors.** 2-E-3

1. Identify ways to avoid negative peer pressure and practice positive health behaviors. 2-E-3.1
  2. Model positive peer leadership skills that lead to good health behaviors. 2-E-3.2
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**2-E-4. Describe how the school and community can support personal health practices and behaviors.** 2-E-4

1. Identify school and community support groups (e.g., peer leadership teams, Boy/Girl Scouts). 2-E-4.1
  2. List how support groups influence one's personal health practices and behaviors. 2-E-4.2
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**2-E-5. Explain how media influence thoughts, feeling, and health behaviors.** 2-E-5

1. List strategies to create a media PSA that impacts making positive health choices. 2-E-5.1
2. Identify the negative impact media may have on personal health choices. 2-E-5.2

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**2-E-6. Discuss ways that technology can influence personal health.** 2-E-6

1. Identify the positive and negative impacts that technology can have on making health choices. 2-E-6.1
  2. List ways that technology can be used to influence positive health choices. 2-E-6.2
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**Students will demonstrate the ability to access valid information, products and services to enhance health.**

**3-E-1. Identify characteristics of valid health information, products, and services.** 3-E-1

1. Identify valid sources of health information. 3-E-1.1
  2. List the importance in securing correct health information as it relates to personal health. 3-E-1.2
  3. Define health "misinformation." 3-E-1.3
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**3-E-2. Locate resources from home, school, and community that provide valid health information.** 3-E-2

1. Identify ways to best utilize those resources identified in the home, school, and the community. 3-E-2.1
  2. Identify key concepts of nutrition food labels. 3-E-2.2
  3. Determine sugar and fat content of selected foods and beverages. 3-E-2.3
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**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**4-E-1. Compare effective verbal and non-verbal communication skills to enhance health.** 4-E-1

1. Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health. 4-E-1.1
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**4-E-2. Demonstrate refusal skills to avoid or reduce health risks.** 4-E-2

1. Explain how to apply refusal skills to a health risk situation. 4-E-2.1
  2. Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors. 4-E-2.2
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**4-E-3. Adopt non-violent strategies to manage or resolve conflict.** 4-E-3

1. Demonstrate through role play effective conflict resolution strategies. 4-E-3.1
  2. Discuss strategies to prevent bullying. 4-E-3.2
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**4-E-4. Demonstrate how to ask for assistance to enhance personal health.** 4-E-4

1. Identify situations where personal health assistance may be required. 4-E-4.1
  2. Demonstrate how to seek personal health assistance from a trusted adult. 4-E-4.2
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**Students will demonstrate the ability to use decision-making skills to enhance health.**

**5-E-1. Illustrate the outcomes of a health-related decision.** 5-E-1

1. List the potential short-term and long-term outcomes that can occur when making a health-related decision. 5-E-1.1
  2. Choose a healthy option when making a decision. 5-E-1.2
  3. Use MyPyramid to evaluate daily food choices in meeting nutrition requirements. 5-E-1.3
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**Students will demonstrate the ability to use goal setting skills to enhance health.**

**6-E-1. Define and discuss a personal health goal.** 6-E-1

1. Identify resources to assist in achieving a personal health goal. 6-E-1.1
  2. Monitor personal progress toward goals that address healthy eating and physical activity. 6-E-1.2
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**7-E-1. Examine personal health behaviors.** 7-E-1

1. Discuss how healthy and unhealthy habits influence our health. 7-E-1.1
  2. Demonstrate a positive health behavior. 7-E-1.2
  3. Develop a daily log of individual caloric intake and energy expenditure. 7-E-1.3
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**7-E-2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.** 7-E-2

1. List barriers that may delay or impede an individual from making good personal health choices. 7-E-2.1
  2. Based upon current research-based guidelines, select healthy snacks. 7-E-2.2
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**7-E-3. Demonstrate a variety of behaviors that avoid or reduce health risks.** 7-E-3

1. Journal about individual behaviors that avoid or reduce health risks. 7-E-3.1
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**Students will demonstrate the ability to advocate for personal, family and community health.**

**8-E-1. Identify and describe community and school health service providers and their function.** 8-E-1

1. List the importance of having school health providers. 8-E-1.1
  2. Identify barriers to accessing community and school health providers. 8-E-1.2
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**8-E-2. Encourage others to make positive health choices.** 8-E-2

1. Discuss the impact, on others, of not making positive health choices. 8-E-2.1