

# Grade 4

Adopted 2007

## Nutrition and Physical Activity

### 1: Core Concepts

- 1.1 Describe the food groups, including recommended portions to eat from each group.
  - 1.2 Analyze the relationship of physical activity, rest, and sleep.
  - 1.3 Explain why some food groups have a greater number of recommended portions than other food groups.
  - 1.4 Associate recommended food portions to the sizes of common items.
  - 1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
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### 3: Health Behaviors

- 1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
  - 1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
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### 4: Influences

- 1.8 Analyze examples of food advertising.
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### 5: Goal Setting

- 1.9 Develop a one-day plan for eating the recommended portions of food from each food group.
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## Alcohol, Tobacco, and Other Drugs

### 1: Core Concepts

- 2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.
  - 2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.
  - 2.3 Explain the positive outcomes of not using alcohol.
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### 3: Health Behaviors

- 2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

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#### **4: Influences**

- 2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.
- 2.6 Explain how decisions about alcohol use will impact relationships with friends and family.
- 2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

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#### **7: Social Skills**

- 2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

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### **Safety**

#### **1: Core Concepts**

- 3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.
- 3.2 Explain the importance of respecting personal space and boundaries.
- 3.3 Describe the characteristics of appropriate and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

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#### **2: Access Information**

- 3.5 Demonstrate how to ask a trusted adult for help.
- 3.6 Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.

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#### **3: Health Behaviors**

- 3.7 Apply strategies to prevent fires and burns.
- 3.8 Develop and practice a home fire escape plan.
- 3.9 Apply strategies to stay safe and prevent injury when home alone.
- 3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.
- 3.11 Apply strategies to stay safe when using the Internet.
- 3.12 Apply strategies to avoid personally unsafe situations.
- 3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

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#### **4: Influences**

- 3.14 Analyze how one influences the safety of others when adult supervision is not present.
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## Social and Emotional Health

### 1: Core Concepts

4.1 Describe the effect of teasing and bullying on others.

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### 2: Access Information

4.2 Describe the characteristics of people who can help make decisions and solve problems.

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### 3: Health Behaviors

4.3 Apply the use of positive self-talk to manage feelings.

4.4 Describe strategies to manage strong feelings, including anger.

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### 6: Decision Making

4.5 Explain the decision making and problem solving steps.

4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

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### 7: Social Skills

4.7 Describe characteristics and steps of conflict resolution.

4.8 Apply the steps of conflict resolution.

4.9 Demonstrate non-violent conflict resolution strategies.

4.10 Explain what to do if you or someone else is being teased or bullied.

4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.

4.12 Demonstrate the ability to confront bullying and teasing.

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## Personal Health and Wellness

### 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

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## HIV Prevention

### 1: Core Concepts

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Explain how HIV is and is not transmitted.

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### 3: Health Behaviors

6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.

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## **Growth and Development**

### **1: Core Concepts**

- 7.1 Explain that puberty and development can vary considerably and still be normal.
  - 7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters).
  - 7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
  - 7.4 Describe emotional changes during puberty (e.g., mood shifts).
  - 7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
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### **2: Access Information**

- 7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.
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### **3: Health Behaviors**

- 7.7 Develop plans to maintain personal hygiene during puberty.