

# Grade 4

**Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

## **Personal, Community, and Environmental Health Strand**

- 1 Compare and contrast a variety of healthy practices and behaviors that maintain or improve personal, community, and environmental health. [1.PCE.4.1](#)
- 2 Differentiate between communicable and noncommunicable diseases. [1.PCE.4.2](#)
- 3 Assess the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. [1.PCE.4.3](#)
- 4 Describe how individuals interact within family structures. [1.PCE.4.4](#)
- 5 Examine genetics and its relationship to family history and personal health. [1.PCE.4.5](#)

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## **Mental and Emotional Health Strand**

- 1 Identify physical and psychological responses to stressors. [1.ME.4.1](#)
- 2 Recognize how expression of emotions can vary across individuals and situations. [1.ME.4.2](#)

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## **Nutrition and Physical Activity Strand**

- 1 Identify how each nutrient contributes to a healthy body. [1.NP.4.1](#)
- 2 Recognize the mental, social, and physical benefits of physical activity. [1.NP.4.2](#)

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## **Substance Use and Abuse Strand**

- 1 Summarize why people use over-the-counter and prescription medications in relation to health promotion and disease prevention. [1.SUA.4.1](#)
- 2 Relate the positive and negative factors that influence a person's physical, social and emotional health when using alcohol, tobacco, marijuana, and other drugs. [1.SUA.4.2](#)

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## **Safety Practices, Injury Prevention, and CPR/AED Strand**

- 1 Categorize safe and unsafe situations at home, school, and in the community. [1.SIC.4.1](#)

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### **Personal Safety Strand**

- 1 Describe ways personal space of self and others can be violated. [1.PS.4.1](#)
  - 2 Categorize various forms of abuse and ways to get help. [1.PS.4.2](#)
  - 3 Describe how to report to a safe/trusted adult when you or someone else needs help. [1.PS.4.3](#)
  - 4 Investigate the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver. [1.PS.4.4](#)
  - 6 Categorize the advantages and disadvantages of communicating using technology and social media. [1.PS.4.6](#)
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### **Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand**

- 1 Identify the body parts of the human reproductive systems using correct anatomical terms. [1.HRS.4.1](#)
  - 3 Explain that all living things reproduce. [1.HRS.4.3](#)
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**Analyze Influences:**  
Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors.

#### **Strand**

- 1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors. [2.AF.4.1](#)
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**Access Information:**  
Students will demonstrate the ability to access reliable health information, products, and services to enhance health.

#### **Strand**

- 1 Locate home, school, and community resources that provide reliable health information, products, and services. [3.AI.4.1](#)
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**Interpersonal Communication:**  
Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

#### **Strand**

- 1 Interpret verbal and nonverbal communication skills to enhance health and to avoid or reduce health risks. [4.IC.4.1](#)
  - 2 Demonstrate refusal skills to avoid or reduce health risks. [4.IC.4.2](#)
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**Decision Making:**  
Students will demonstrate the ability to use decision-making skills to enhance health.

**Strand**

- 1 Apply the steps of the decision making process to an identified health-related situation to avoid or reduce health risks [5.DM.4.1](#)
  - 2 Predict the potential outcomes of health-related decisions for self and others. [5.DM.4.2](#)
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**Goal Setting:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Strand**

- 1 Formulate short- and longterm health goals. [6.GS.4.1](#)
  - 2 Identify resources to assist in achieving a health goal. [6.GS.4.2](#)
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**Self-Management:**  
Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

**Strand**

- 1 Develop a variety of healthy practices and behaviors to maintain or improve personal health. [7.SM.4.1](#)
  - 2 Develop a variety of behaviors to avoid or reduce health risks. [7.SM.4.2](#)
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**Advocacy:** Students will demonstrate the ability to support/promote personal, family, and community health.

**Strand**

- 1 Demonstrate advocacy for family members to make positive health choices. [8.AV.4.1](#)