

Fourth Grade Health Standards

Grade Level	→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>
Skill Focus	→ Students demonstrate effective goal-setting skills to enhance health. <i>(Skill 6)</i>

Wellness and Health Promotion (WHP)

- 4.WHP.1** Identify individual, cultural, and family values that affect one's health.
- 4.WHP.2** Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.
- 4.WHP.3** Understand why sleep is necessary for the brain and body and describe how sleep works.
- 4.WHP.4** Compare and contrast the validity of health and wellness information from a variety of media, products, and services.
- 4.WHP.5** Define social pressures and peer influences and identify how they can impact behavior.

Safety and First Aid (SFA)

- 4.SFA.1** Identify the steps of what to do if firearms are seen or found.
- 4.SFA.2** Identify strategies for staying safe online.

Substance Use, Misuse, and Abuse (SUB)

- 4.SUB.1** Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.
- 4.SUB.2** Identify the basic function of body organs and systems and how different substances can affect them.
- 4.SUB.3** Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.
- 4.SUB.4** Demonstrate how to read medicine labels and prescription instructions.
- 4.SUB.5** Identify procedural steps in decision making around substance use.
- 4.SUB.6** Demonstrate communication skills for asserting boundaries around substance use.
- 4.SUB.7** Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

Food, Nutrition, and Physical Activity (FNP)

- 4.FNP.1** Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.
- 4.FNP.2** Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.
- 4.FNP.3** Identify foods and beverages with high sugar content and the negative effects of too much added sugar.
- 4.FNP.4** Describe the relationship between physical activity and the need for food and hydration.

- 4.FNP.5 Describe differences in food customs, traditions, and preparations.
- 4.FNP.6 Identify internal and external influences that affect food choices and physical activities.
- 4.FNP.7 Describe the basic functions of the digestive system.
- 4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.
- 4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and location.

Social, Emotional, and Mental Health (SEM)

- 4.SEM.1 *TSEL Practice 5C* Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.
- 4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 4.HRVP.1 *TSEL Practice 4D* Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
- 4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.
- 4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.
- 4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.
- 4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
- 4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.
- 4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.
- 4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
- 4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

Growth and Development (GD)

- 4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.
- 4.GD.2 Identify body care practices related to puberty, including using menstrual products.
- 4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

Sexual and Reproductive Health (SRH)

- 4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.