Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, and drug-abuse prevention (including alcohol, tobacco, and other harmful substances). Students distinguish fact from fiction and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

### Essential Health Concepts

**What Students Should Know**

<table>
<thead>
<tr>
<th>Lesson (Grade Topic-)</th>
<th>4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>i) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

### Alcohol, Tobacco and Drug Use Prevention

**Lesson (Grade Topic-) | Alcohol, Tobacco and Drug Use Prevention |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>i) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ATOD-1</td>
<td>d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.</td>
</tr>
<tr>
<td>4 ATOD-2</td>
<td>4 ATOD-3</td>
</tr>
<tr>
<td>4 ATOD-4</td>
<td></td>
</tr>
</tbody>
</table>

### Body Systems

**Lesson (Grade Topic-) | Body Systems |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 BOD-1</td>
<td>a) Identify the major structures and functions of the immune system.</td>
</tr>
<tr>
<td>4 BOD-2</td>
<td>4 BOD-3</td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 BOD-1</td>
<td>e) Describe how the immune system defends against germs.</td>
</tr>
<tr>
<td>4 BOD-2</td>
<td>4 BOD-3</td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 BOD-1</td>
<td>d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.</td>
</tr>
<tr>
<td>4 BOD-2</td>
<td>4 BOD-3</td>
</tr>
<tr>
<td>4 BOD-4</td>
<td></td>
</tr>
</tbody>
</table>

### Community Involvement

**Lesson (Grade Topic-) | Community Involvement |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 HP-3</td>
<td>m) Identify problems and possible solutions for community health issues.</td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 HP-3</td>
<td>n) Discuss the benefits of volunteering, and identify local volunteer opportunities.</td>
</tr>
</tbody>
</table>

### Healthy Environment

**Lesson (Grade Topic-) | Healthy Environment |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 HE-1</td>
<td>r) Describe the effects of air pollution on health.</td>
</tr>
<tr>
<td>4 HE-2</td>
<td>4 HE-3</td>
</tr>
<tr>
<td>4 HE-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 HE-1</td>
<td>s) Explain the health consequences associated with air pollution.</td>
</tr>
<tr>
<td>4 HE-2</td>
<td>4 HE-3</td>
</tr>
<tr>
<td>4 HE-4</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson (Grade Topic-) | 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 HE-1</td>
<td>o) Develop strategies to reduce air pollution.</td>
</tr>
<tr>
<td>4 HE-2</td>
<td>4 HE-3</td>
</tr>
<tr>
<td>4 HE-4</td>
<td></td>
</tr>
<tr>
<td>Health Promotion including Nutrition and Physical Activity</td>
<td>b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>c) Evaluate the importance of balance, variety, and moderation in a meal plan.</td>
</tr>
<tr>
<td></td>
<td>d) Determine the nutrients needed for proper brain function.</td>
</tr>
<tr>
<td></td>
<td>e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.</td>
</tr>
<tr>
<td></td>
<td>f) Analyze the impact of nutrients on growth and development.</td>
</tr>
<tr>
<td></td>
<td>g) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.</td>
</tr>
<tr>
<td></td>
<td>h) Identify the effects of malnutrition.</td>
</tr>
<tr>
<td></td>
<td>i) Recognize effects of malnutrition and overnutrition (obesity) on the immune system.</td>
</tr>
<tr>
<td></td>
<td>j) Describe coping skills for handling the emotions of loss and grief.</td>
</tr>
<tr>
<td></td>
<td>m) Identify feelings and emotions associated with loss and grief and their impact on health.</td>
</tr>
<tr>
<td></td>
<td>n) Examine the impact of self-concept on health and academic achievement.</td>
</tr>
<tr>
<td></td>
<td>o) Describe how to exhibit self-control.</td>
</tr>
<tr>
<td><strong>Violence Prevention and Healthy Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>p) Describe steps to resolve a conflict.</td>
<td></td>
</tr>
<tr>
<td>4 VP-1 4 VP-2 4 VP-3</td>
<td></td>
</tr>
<tr>
<td>m) Identify strategies for reporting bullying and aggressive behaviors.</td>
<td></td>
</tr>
<tr>
<td>4 VP-1</td>
<td></td>
</tr>
<tr>
<td>n) Recognize harmful or abusive relationships.</td>
<td></td>
</tr>
<tr>
<td>4 VP-1</td>
<td></td>
</tr>
<tr>
<td>o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.</td>
<td></td>
</tr>
<tr>
<td>4 VP-1</td>
<td></td>
</tr>
<tr>
<td>p) Identify obstacles to effective communication, and describe how to overcome them.</td>
<td></td>
</tr>
<tr>
<td>4 VP-1</td>
<td></td>
</tr>
</tbody>
</table>

ATOD = Alcohol, Tobacco, or Other Drugs  
BOD = Body Systems  
HE = Healthy Environment  
HP = Health Promotion  
SAF = Safety and Injury Prevention  
SE = Social Emotional  
VP = Violence Prevention and Healthy Relationships