

<p style="text-align: center;"><b>GRADE 4</b> <b><i>Overview of the Health Standards</i></b></p>
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A health education program for students in grades three to five involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address four unifying ideas for health literacy.

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**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY**

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**II. RESPECT FOR AND PROMOTION OF  
HEALTH OF OTHERS**

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**III. AN UNDERSTANDING OF THE PROCESS OF  
GROWTH AND DEVELOPMENT**

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**IV. INFORMED USE OF HEALTH-RELATED  
INFORMATION, PRODUCTS, AND SERVICES**

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**GRADE 4**  
***Health Standards and Benchmark Proficiencies***

**I. ACCEPTANCE OF PERSONAL RESPONSIBILITY**

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***I-A: Students in GRADE 4 will understand ways in which they can enhance and maintain their own health and well-being.***

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ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Identifying names of body systems				
I-A-2		Understanding the need for using protective equipment, such as a helmet when bicycling, or practicing behaviors to protect the body, such as applying sunscreen when appropriate				
I-A-3		Describing purposes and sources of nutrients in food				
I-A-4		Understanding the importance of obtaining a sufficient amount of sleep				
I-A-5		Identifying strategies for resisting negative peer pressure				

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***I-B: Students in GRADE 4 will understand ways to prevent disease and speed recovery from illness.***

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ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Cooperating in regular health screenings, including dental and vision examinations				
I-B-2		Recognizing symptoms of common illnesses				
I-B-3		Identifying how to cooperate in treating or managing disease				

***I-C: Students in GRADE 4 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.***

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		Using appropriate ways to respond to negative social influences and pressures to use alcohol, tobacco, or other drugs				
I-C-2		Recognizing and responding appropriately to emergencies				
I-C-3		Distinguishing between harmful and helpful substances for personal use and in the environment				

## **II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS**

***II-A: Students in GRADE 4 will know how to play a positive, active role in promoting the health of their families.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Identifying activities that help maintain family health				
II-A-2		Identifying ways to deal with family stress				
II-A-3		Discussing advantages and disadvantages of being part of a large or small family				

***II-B: Students in GRADE 4 will know how to promote positive health practices within the school and community, including positive relationships with peers.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Understanding the role he or she plays in promoting healthy relationships with peers				
II-B-2		Evaluating the qualities of friendship				
II-B-3		Identifying ways to improve the environment				
II-B-4		Participating in school or community efforts which promote health and environmental issues				

### III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

***III-A: Students in GRADE 4 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Recognizing the physical changes that occur during preadolescence				
III-A-2		Using correct terminology for body parts				
III-A-3		Identifying ways to cope with life changes				

***III-B: Students in GRADE 4 will understand individual differences in growth and development.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-1		Understanding that people vary widely in size, shape, height, and rate of maturation				
III-B-2		Identifying the growth factors which they can and cannot control				

### IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

***IV-A: Students in GRADE 4 will know how to identify products, services, and information that may be helpful or harmful to their health.***

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Identifying the range of health services in the community and how to access these services				
IV-A-2		Using valid nutrition information to make healthy food choices				
IV-A-3		Evaluating advertisements for health care products				