

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Health**  
**Grade 4**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Healthy Lifestyles**

Students learn the many factors involved in creating a healthy life.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p><b>Goal 1.1: Acquire the essential skills to lead a healthy life.</b></p>	<ul style="list-style-type: none"> <li>● 4.H.1.1.1 Describe the influence of rest, food choices, exercise, sleep, and recreation on a person’s well-being. (805.01.a)</li> <li>● 4.H.1.1.2 Identify characteristics and causes of diseases and disorders. (805.01.b)</li> <li>● 4.H.1.1.3 Recognize a safe environment and demonstrate readiness skills that deal with emergency situations. (805.01.c)</li> <li>● 4.H.1.1.4 Identify the range of emotions experienced and the connection between our minds and bodies. (805.01.d)</li> <li>● 4.H.1.1.5 Identify substances, their use, and abuse. (805.01.e)</li> <li>● 4.H.1.1.6 Identify the nutritional benefits of different foods. (805.01.f)</li> <li>● 4.H.1.1.7 Recognize growth and development as a life-long process. (805.01.g)</li> <li>● 4.H.1.1.8 Describe the role families and friends have in affecting our health. (805.01.h)</li> <li>● 4.H.1.1.9 Determine factors involved in selecting and using health information, products, and</li> </ul>			

	services. (805.01.i) • 4.H.1.1.10 Determine factors that influence the health of our environment. (805.01.j)			
--	---	--	--	--

**Standard 2: Risk Taking Behavior**

Students continue to develop the knowledge and skills to avoid risk-taking behaviors.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>	<ul style="list-style-type: none"> <li>• 4.H.2.1.1 Describe the healthy living habits that can reduce the risk of illness and injury. (806.01.a)</li> <li>• 4.H.2.1.2 Recognize how the actions of one person can affect the behavior of another. (806.01.b)</li> <li>• 4.H.2.1.3 Identify high-risk situations and behaviors that pose a risk to one’s self and others. (806.01.c)</li> <li>• 4.H.2.1.4 Identify the impact of risky behaviors on personal and family health. (806.01.d)</li> </ul>			

**Standard 3: Communication Skills for Healthy Relationships**

Students demonstrate conflict resolution skills.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Demonstrate the ability to use communication skills to enhance health.</b>	<ul style="list-style-type: none"> <li>• 4.H.3.1.1 Identify the causes and effects of conflict in schools and families. (807.01.a)</li> <li>• 4.H.3.1.2 Demonstrate refusal and decision-making skills as they relate to substance use and abuse. (807.01.b)</li> <li>• 4.H.3.1.3 Identify interpersonal communication skills that can be used to build interactions between family, friends, and community. (807.01.c)</li> </ul>			

### **Standard 4: Consumer Health**

Students learn about the various health services available in the community.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.</b>	<ul style="list-style-type: none"><li>• 4.H.4.1.1 Identify reliable sources of personal health information, products, and services. (808.01.a)</li><li>• 4.H.4.1.2 Recognize how the media influences one’s thinking in relation to mental and emotional health, nutrition, and substance abuse. (808.01.b)</li><li>• 4.H.4.1.3 Identify the different community agencies that promote the health and well-being of personal environment. (808.01.c)</li></ul>			

### **Standard 5: Mental and Emotional Health**

Students learn to recognize and identify activities and ways to maintain positive mental and emotional health.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.</b>	<ul style="list-style-type: none"><li>• 4.H.5.1.1 Recognize healthy ways to express personal emotions and feelings. (809.01.a)</li><li>• 4.H.5.1.2 Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities. (809.01.b)</li><li>• 4.H.5.1.3 Identify physical activities that promote fitness and the relief of mental and emotional tensions. (809.01.c)</li><li>• 4.H.5.1.4 Take responsibility for the safety of one’s self and others. (809.01.d)</li><li>• 4.H.5.1.5 Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs. (809.01.e)</li></ul>			