

Maryland Health Education

Grade 4

Students will comprehend concepts related to health promotion and disease prevention to enhance health, including: 1

a Mental and Emotional Health 1A

Emotions

- 1 Identify role models who demonstrate positive emotional health. 1A.4.1
- 2 Describe situations that trigger strong emotions and safe and unsafe ways to respond. 1A.4.2

Self and social awareness

- 3 Identify respectful ways to show empathy to others. 1A.4.3
- 4 Describe how personal choices and behaviors impact self-worth. 1A.4.4
- 5 Identify how to recognize and build on personal strengths. 1A.4.5

Relationships

- 6 Describe the benefits of healthy peer relationships. 1A.4.6
- 7 Describe how relationships and interactions with others affect emotions. 1A.4.7

Trusted Adults

- 8 Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. 1A.4.8

Stress and anxiety

- 9 Explain physical and emotional reactions to stress. 1A.4.9

Depression awareness

- 10 Identify the need to discuss long-lasting troublesome feelings with a trusted adult. 1A.4.10

Suicide prevention

- 11 Identify troublesome feelings and signals for support for which someone should seek help. 1A.4.11
- 12 Explain the importance of telling a trusted adult if someone is in danger of hurting themselves or others. 1A.4.12

Teasing, bullying, harassment, discrimination, and violence

- 13 Identify when to report aggression, bullying, or violence. 1A.4.13
- 14 Demonstrate what to do if you or someone else is being bullied. 1A.4.14

Teasing, bullying, harassment, discrimination, and violence

- 15 Describe the impact of conflict, discrimination, and violence on mental and emotional health. 1A.4.15
- 16 Describe how to use nonviolent means to solve interpersonal conflict. 1A.4.16

Body Image

- 17 Describe how peers, media, family, society, and culture influence ideas about body. 1A.4.17

Grief and loss

- 18 Describe feelings and emotions associated with loss and grief. [1A.4.18](#)
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b Substance Abuse Prevention [1B](#)

Medicines

- 1 Explain the benefits of medicines when used correctly. [1B.4.1](#)
- 2 Describe potential risks associated with inappropriate use of over the-counter and prescription medicines including addiction. [1B.4.2](#)
- 3 Explain the difference between medicines, legal drugs, and illegal drugs. [1B.4.3](#)

Household products

- 4 Recognize that products can be harmful to self and others if absorbed, inhaled, or ingested. [1B.4.4](#)

Alcohol, nicotine products, caffeine, and marijuana products

- 5 Identify short and long-term effects of alcohol, nicotine, and caffeine. [1B.4.5](#)

Environmental literacy

- 6 Identify the environmental impact of alcohol and nicotine products. [1B.4.6](#)
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c Family Life and Human Sexuality [1C](#)

Healthy relationships and consent

- 1 Identify parents, caregivers, or other trusted adults (e.g., counselors and other health care professionals) that students can talk with about relationships, puberty, and health. [1C.4.1](#)
- 2 Explain the relationship between consent, personal boundaries, and bodily autonomy. [1C.4.2](#)

Gender identity and expression

Sexual orientation and identity

- 3 Identify sexual orientation as a person's physical and/or romantic attraction to an individual of the same and/or different gender. [1C.4.3](#)

Puberty and adolescent sexual development

- 4 Identify the physical, social, and emotional changes that occur during puberty. [1C.4.4](#)
- 5 Explain how the onset and progression of puberty varies considerably. [1C.4.5](#)
- 6 Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. [1C.4.6](#)

d Safety and Violence Prevention 1D

Safety and injuries

- 1 List ways to prevent injuries in the community. 1D.4.1
- 2 Identify ways to reduce injuries from animals and insect bites and stings. 1D.4.2
- 3 Identify safety precautions for playing and working outdoors in different kinds of weather and climates. 1D.4.3

Accessing trusted adults

- 4 Explain the importance of sharing all information with parents, guardians, or trusted adults. 1D.4.4
- 5 Create a list of trusted people/community resources to notify or contact if sexual mistreatment, grooming, harassment, abuse, assault, and/or exploitation occur. 1D.4.5
- 6 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or harmful situations in the home, school, or community. 1D.4.6
- 7 Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. 1D.4.7

Discrimination and violence

- 13 Identify how participation in gangs and hate groups can lead to violence. 1D.4.13
- 14 Identify that a gang is a group of people involved in wrongful or delinquent activities. 1D.4.14
- 15 Identify that a hate group is a type of gang that claims their identity is superior to that of others and does not value the human rights of all people. 1D.4.15
- 16 Describe safety procedures to follow if in the presence of a firearm. 1D.4.16

Safety, abuse and assault

Bystander intervention and compassion for victims

- 17 Demonstrate what to say and do when witnessing or experiencing something that feels uncomfortable, unsafe, or disrespectful. 1D.4.17
- 18 Explain that it is never a person's fault if someone causes them to feel unsafe. 1D.4.18

e Healthy Eating 1E

Nutritious foods and beverages

- 1 Explain the importance of eating a variety of nutritious foods. 1E.4.1
- 2 Identify the benefits of eating a wide variety of foods as they relate to nutrient categories. 1E.4.2
- 3 Summarize the benefits of eating a variety of nutritious foods. 1E.4.3

Water

- 4 Explain the benefits of drinking water versus other beverages. 1E.4.4
- 5 Explain nutritious eating patterns and the importance of consistent meals and snacks. 1E.4.5

Moderation and “all foods fit”

- 6 Analyze the benefits of eating in moderation and in line with the idea that “all foods fit.” 1E.4.6
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f Disease Prevention and Control 1F

Disease Prevention

Hygiene

- 1 Describe the benefits of personal health care practices. 1F.4.1

Food and illness

- 2 Describe how to keep food safe from harmful germs including how to avoid cross-contamination. 1F.4.2

Sun

Sleep

- 3 Explain why sleep and rest are important for proper growth and good health. 1F.4.3

Disease

- 4 Identify symptoms that are associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and others. 1F.4.4
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Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2

a Describe how the family influences personal health practices and behaviors. 2.E2.4.A

b Identify the influence of culture on health practices and behaviors. 2.E2.4.B

c Identify how peers can influence healthy and unhealthy behaviors. 2.E2.4.C

d Describe how the school and community can support personal health practices and behaviors. 2.E2.4.D

e Explain how media influences thoughts, feelings, and health behaviors. 2.E2.4.E

f Describe ways that technology can influence personal health. 2.E2.4.F

Students will demonstrate the ability to access valid information, products, and services to enhance health. 3

- a Identify characteristics of valid health information, products, and services. 3.E2.4.A**
 - b Locate resources from home, school, and community that provide valid health information. 3.E2.4.B**
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4

- a Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.4.A**
 - b Demonstrate refusal skills to avoid or reduce health risks. 4.E2.4.B**
 - c Demonstrate nonviolent strategies to manage or resolve conflict. 4.E2.4.C**
 - d Demonstrate how to ask for assistance to enhance personal health. 4.E2.4.D**
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Students will demonstrate the ability to use decision-making skills to enhance health. 5

- a Identify health-related situations that might require a thoughtful decision. 5.E2.4.A**
 - b Analyze when assistance is needed when making a health-related decision. 5.E2.4.B**
 - c List healthy options for health-related issues or problems. 5.E2.4.C**
 - d Predict the potential outcomes of each option when making a health-related decision. 5.E2.4.D**
 - e Choose a healthy option when making a decision. 5.E2.4.E**
 - f Describe the outcomes of a health-related decision. 5.E2.4.F**
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Students will demonstrate the ability to use goal-setting skills to enhance health. 6

- a Set a personal health goal and track progress toward its achievement. 6.E2.4.A**
 - b Identify resources to assist in achieving a personal health goal. 6.E2.4.B**
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7

- a Identify responsible personal health behaviors. 7.E2.4.A**
 - b Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 7.E2.4.B**
 - c Demonstrate a variety of behaviors that avoid or reduce health risks. 7.E2.4.C**
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Students will demonstrate the ability to advocate for

- a Express opinions and give accurate information about health issues. 8.E2.4.A**

